ED 250 440 AA 001 132

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SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
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LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 250 441 CE 039 035

ED 250 454 CE 039 875

Eads, Freeman D.; Hinton, Barbara E.

Geometry. Instructor Edition. Post-Secondary Vocational-Technical Level.

Arkansas Univ., Fayetteville.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

PUB DATE- Apr 84

NOTE- 139p.; For related documents, see CE 039 873-876. Printed on colored paper.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Geometric Concepts; *Geometric Constructions; *Geometry; Guidelines; Instructional Materials; Learning Activities; Mathematical Formulas; *Mathematics Skills; Plane Geometry; Postsecondary Education; *Pretechnology Programs; Solid Geometry; State Curriculum Guides; Teaching Methods; *Technical Education; Vocational Education

IDENTIFIERS- Arkansas

This instructor's guide consists of materials for use in teaching a course in geometry designed for students enrolled in postsecondary vocational or technical education programs. Covered in the individual units of the guide are the following topics: basic terms, straight line combinations, angular conversion, circles, polygons, and geometric formulas. Each unit contains some or all of the following components: a unit objective, specific performance objectives, suggested activities for the instructor, a list of references, information sheets, transparency masters, assignment sheets, a test evaluation, and answers to the test. (MN)

ED 250 455 CE 039 876

ED 250 467 CE 039 896

Mein, Jake; And Others
Machine Trades. A Competency Based Articulated Curriculum.
Indian Hills Community Coll., Ottumwa, Iowa.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 82
NOTE- 164p.; For related documents, see CE 039 894-899. Developed in cooperation with Merged Area XV High Schools.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); College School Cooperation; *Competence; *Competency Based Education; *Course Content; Curriculum Development; Curriculum Guides; Educational Mobility; Educational Planning; Educational Policy; Institutional Cooperation; Job Analysis; *Job Skills; *Machine Tool Operators; Machine Tools; Occupational Information; Program Content; Secondary Education; Student Evaluation; Task Analysis; Transfer Policy; Two Year Colleges; Vocational Education

This document is a competency-based curriculum guide designed to promote articulation in machine trades vocational education programs between and among secondary and postsecondary institutions in the Indian Hills Community College and Merged Area XV high schools in Iowa. The guide is organized in 11 sections. The first six sections provide background information about the articulation project, the audiences served and competencies developed, testing procedures, and provisions for transfer of credits. Safety precautions for the machine shop are discussed in the seventh section, while sections VIII and IX, which make up the greater part of the document, detail the competencies needed by entry-level machine operators and the enabling tasks needed to become proficient in the competencies. Each competency consists of three parts that, when used in combination, provide a detailed outline of major tasks that a student must accomplish to reach one or more previously stated student outcomes. The three parts are the task that the student must accomplish, the conditions under which the student must demonstrate the skills, and standards of acceptable performance. Information sheets illustrated with line drawings are

ED 250 481 CE 039 948

A Word Processing Module. A Short Unit for the IBM PC and Apple IIe.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
PUB DATE- 84
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; *Bookkeeping; Clerical Occupations; *Computer Literacy; *Computer Oriented Programs; Computer Software; Curriculum Guides; Office Occupations Education; Recordkeeping; Teaching Guides; *Word Processing
IDENTIFIERS- Apple IIe; IBM Personal Computer

This unit introduces students to the basic skills, procedures, and formats used in operating most word processing equipment. Introductory materials include an overview of the three-week unit, its scope, and student behavioral objectives. Teacher materials provided are a lesson plan outline, glossary, and some masters for visual aids. Two student handbooks are provided--one for learning the machine skill of operating the TEXTPLUS word processing system on the IBM Personal Computer and another for learning the PFS:WRITE word processing system on the Apple IIe computer. Informative materials, exercises, suggested tests, and answer keys are provided. A list of recommended practice sets and textbooks and a bibliography complete the module. (YLB)

ED 250 482 CE 039 949

Hyser, Raymond M.

ED 250 495 CE 039 999

Bell, T. H.
Toward a Learning Society. The Reagan Administration's Adult Literacy Initiative.
Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Cooperative Planning; Educational Cooperation; Educational Needs; Educational Policy; *Government Role; Illiteracy; *Literacy Education; Public Policy; *School Business Relationship; Volunteers
IDENTIFIERS- *Adult Literacy Initiative; Private Sector; Reagan Administration; Special Needs Students

Because the Reagan administration believes that the problem of illiteracy must be countered with strong action at all levels of government and education in concert with the private sector, President Reagan announced the Adult Literacy Initiative last September. The initiative, which is based on the premise that the private sector has a keen interest in the promotion of literacy, encourages cooperative efforts by the public and private sectors as well as the recruitment of literacy volunteers. Through the National Institute of Education, the Department of Education will establish the National Adult Literacy Project--a program that will identify model literacy programs and develop and test new literacy materials. To utilize untapped student resources, the Department of Education plans to launch a pilot program in which college work-study students will be employed to teach adults how to read. College students and federal employees alike will be encouraged to serve as literacy volunteers. In addition, the Adult Literacy Initiative will encourage literacy efforts from the following segments of society: state and local officials, minority communities, special education groups, and groups serving disabled persons. (MN)

ED 250 508 CE 040 021

Whitener, Scott D.
Michigan Occupational Competency Assessment Center. 1978-79 Year-End Report.
Ferris State Coll., Big Rapids, Mich.

PUB DATE- 31 Oct 79
NOTE- 273p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assessment Centers (Personnel); Competence; Educational Policy; *Evaluation Criteria; Evaluation Methods; Higher Education; *Job Performance; Policy Formation; Postsecondary Education; Program Development; Program Implementation; Publications; *State Standards; Statewide Planning; *Teacher Effectiveness; *Teacher Evaluation; Teacher Workshops; Vocational Education
IDENTIFIERS- Michigan; *Michigan Occupational Competency Assessment Center

This year-end report represents all of the materials produced in relation to the development and implementation of the Michigan Occupational Competency Assessment Center (MOCAC) during the 1978-79 project year. (The primary objective of MOCAC is to achieve the standardization of the methods, techniques, and criteria used to assess the occupational competency of current and future vocational instructors.) Discussed in the 13 sections of the report are MOCAC efforts to meet the following objectives for 1978-79: develop a Michigan policy manual, conduct assessments, select examiners and conduct a workshop to train them, certify examination sites, devise a follow-up system, develop a State norms table, update the MOCAC slide and tape presentation as well as the MOCAC brochure, conduct assessments, conduct four State and three National advisory committee meetings, conduct a workshop for interested parties concerning MOCAC operation, and conduct a workshop for teacher education personnel concerning interpretation of assessment results. Each of these sections contains some or all of the following: a narrative, a manual, one or more lists, one or more agendas, correspondence, MOCAC-developed standards, MOCAC-developed workshop materials, and minutes of meetings. (MN)

ED 250 523 CE 040 052

Norton, Robert E.
Excellence in Vocational Teacher Education: Focus on the United States.
PUB DATE- Dec 84
NOTE- 19p.; Paper presented at the International Conference of Vocational Educators, American Vocational Association Convention (78th, New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competency Based Teacher Education; Demonstration Programs; Educational Quality; *Models; Postsecondary Education; *Program Improvement; Secondary Education; State Programs; Teacher Certification; *Teacher Education; *Teacher Education Programs; Teacher Qualifications; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Arkansas; Pennsylvania; United States

Despite the many criticisms that have been made of vocational education teacher preparation, the field has many strengths that can serve as a base on which to build excellent programs. Six examples of excellence are pointed out: (1) important vocational teacher competencies have been identified and verified; (2) high quality performance-based materials that address the professional competencies have been developed; (3) performance-based delivery strategies exist; (4) technical competency tests and procedures exist for most occupational areas; (5) needed instructional technology is available, and (6) many model programs of teacher education and staff development have been identified. Two states that have such model programs are Arkansas and Pennsylvania. Changes in five major areas could result in substantial and very significant improvements in the preparation of vocational teachers in the United States and in the quality of the teachers in secondary and postsecondary schools. These changes include the revision of state certification/local employment requirements, the redesign of vocational teacher education, the professionalization of vocational teaching, the use of research and development

ED 250 536 CE 040 075

Armstrong, Jan
New Choices for the Displaced Homemaker in Vocational Education. Final Report from 7/1/83 - 8/31/84.
Miami-Dade Community Coll., Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 31 Aug 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Vocational Education; Career Choice; *Career Planning; *Displaced Homemakers; Employment Services; Females; Interest Inventories; *Job Placement; Job Skills; Job Training; Measures (Individuals); Networks; *Nontraditional Occupations; Program Descriptions; *Reentry Workers; Self Evaluation (Individuals); Vocational Aptitude; Vocational Evaluation; Vocational Interests; Womens Education

The New Choices for the Displaced Homemaker in Vocational Education project was aimed at developing skills and providing training for employment to meet the displaced homemaker's need for financial support while simultaneously offering services to aid in her emotional development. Objectives were to provide opportunities for the displaced homemaker and reentry female to receive an individual assessment and to build self-confidence regarding self-worth and value in the labor market. Other objectives included: to provide job counseling and career planning; to provide peer support, role modeling, and awareness of nontraditional occupations; to provide job referral, internships, and job placement; and to form strong ties with business and industry to foster job placements. Methods were an initial assessment and intake process, a "Strategies for Success" course, a nontraditional career service, and a project newsletter. The "Strategies for Success" course was effecti[illegible] creating support systems and networking opportunities; the Nontraditional Career Service was responsible for referrals and placements in auto parts sales, electronics technology, small gas engine repairs, telephone installation, accounting, and banking. Reentry students placed in the Women's Studies Program found the

ED 250 549 CE 040 096

Norman, Linda D.; West, Russell F.

Analyzing the Structure of an Informal Faculty Development Network in a School of Nursing.

PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cluster Analysis; *College Faculty; *Faculty Development; Higher Education; *Informal Organization; Interpersonal Relationship; Linking Agents; Multidimensional Scaling; *Networks; Nursing Education; *Research Methodology; *Sociometric Techniques
IDENTIFIERS- *East Tennessee State University; Nursing Schools

A sociometric survey examined the informal faculty development network existing within the School of Nursing at East Tennessee State University. During the fall 1983 semester, all 25 nursing faculty members at the school were asked to complete a self-report instrument dealing with patterns of seeking and providing advice regarding their role as a teacher. Multidimensional scaling and cluster analysis techniques were used to uncover the latent or emergent structure of a faculty development network at the school. It was concluded that little informal sharing of information existed between members of the associate and baccalaureate degree programs. New faculty members appeared to linger at the fringes of the faculty development networks and therefore did not have access to suggestions from colleagues. Part-time faculty members were more likely to act as isolates in the teaching development network. The principle of homophily seemed to be operating, as faculty members selected others with whom to interact concerning professional development. Those members who were alike in terms of years since graduate school tended to cluster together. The results of this study were seen as demonstrating the utility of the techniques of multidimensional scaling and cluster analysis in a research study of this nature. (MN)

ED 250 563 CE 040 140

Iwler, Irvin H.; Ferrero, Grace W.
Computer Literacy for Vocational Teachers of the Handicapped. Final Report.
Pittsburgh Univ., Pa. Dept. of Vocational Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 30 Jun 84
NOTE- 62p.
CONTRACT- 86-4005
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; Check Lists; Classroom Techniques; *Computer Literacy; Computer Software; Courseware; Definitions; *Disabilities; Educational Practices; Glossaries; Guidelines; Guides; Inservice Teacher Education; Instructional Materials; Learning Activities; Questionnaires; Resource Materials; Secondary Education; *Special Education; *Teacher Workshops; *Vocational Education Teachers

A project was conducted to identify and collect software, hardware, and print materials to enable vocational teachers to use computers with handicapped students; to conduct a series of workshops emphasizing hands-on experiences with computer hardware and software; and to design a booklet describing research and resource materials for these teachers. Letters were sent out to area vocational-technical sch[illegible] and to local intermediate units requesting information on how computers were being used with handicapped students. Site visits were made to vocational schools with computer programs for special students that were identified as being successful. After conducting a survey to identify available software, appropriate software and print materials describing computer usage in general and by disabled persons in particular were ordered. A series of three one-hour workshops dealing with using computer hardware and software were presented for vocational educators. A booklet describing computer literacy, computer hardware, and software and containing an annotated bibliography of

ED 250 576 CE 040 176

Taxonomy of Behavioral Objectives for Vocational Programs. Vol. I.
Gloucester County Vocational-Technical School, Sewell, NJ.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 84
NOTE- 739p.
LANGUAGE- English
EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Auto Body Repairers; *Auto Mechanics; *Behavioral Objectives; *Building Trades; Classification; *Climate Control; Commercial Art; Competency Based Education; Cosmetology; *Data Processing; Disabilities; Disadvantaged; Emotional Development; Employment Potential; Evaluation Criteria; Food Service; Individualized Education Programs; Job Skills; Mathematics; Postsecondary Education; Programing; Secondary Education; Social Development; Student Evaluation; *Vocational Education; Vocational Schools
IDENTIFIERS- Special Needs Students

Developed from courses of study in two-year vocational technical programs at the Gloucester County Vocational Technical School, these taxonomies present behavioral objectives for 12 subjects. They are intended for use by vocational teachers in the preparation of the vocational component of the individualized educational plan (IEP) for special needs students. These 12 subjects are included: social/emotional development, preparation for the world of work, mathematics, auto body, auto mechanics, building trades, climate control, commercial art, commercial foods, cosmetology, data processing/computer programming, and diesel/truck repair. Subjects are divided into areas with stated goal(s) for which behavioral objectives are listed. The format for a listing of the behavioral objectives for each stated goal within an area is as follows: statement of the behavioral objective, criterion, evaluation method and spaces for comments, the date the objective was introduced, and the date the objective was achieved. (YLB)

ED 250 591 CG 017 790

Myers, Jane E., Ed.; And Others
Guidelines for a Team Approach to Training. Counseling Older Persons. Volume I.
American Personnel and Guidance Association, Washington, D.C.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 81
NOTE- 220p.; For other volumes in this series, see CG 017 791-792.
GRANT- AoA-90-AT-2100/02
AVAILABLE FROM- American Association for Counseling and Development, Publication Sales, 5999 Stevenson Ave., Alexandria, VA 22304 ($14.50 member; $17.50 non-member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Counseling; *Counseling Services; *Counselor Training; Gerontology; Guidelines; Models; *Older Adults; *Program Development; Staff Development; Teamwork

This manual, the first of a three-volume series on counseling older adults, is designed to assist teams of counselor educators, aging network staff, continuing education professionals, and service providers to plan, develop, implement, and institutionalize basic helping skills programs for older adults. The first unit provides background information and a brief overview of the various fields of knowledge and practice that underlie the process of developing continuing education programs in gerontological counseling. The second unit covers the steps in planning, developing, and implementing training programs, and provides a checklist for program planners and a list of related readings. Unit 3 describes useful, action-oriented strategies for meeting the challenges of launching and institutionalizing training programs, including needs assessment, funding, advocacy, and tailoring programs for specific settings such as area agencies on aging, adult day care and long term care facilities, nutrition sites, and hospices. Unit 4 features descriptions of exemplary programs. Unit 5 provides background information useful in understanding events leading to the development of this manual and the training program planning processes described. The appendices provide a directory of regional

ED 250 606 CG 017 805

Barone, David F.; And Others
Work Stress Inventory, Scale 2: Job Risk.
PUB DATE- Mar 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 23-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Alienation; Evaluation Methods; Labor Conditions; Organizational Climate; Risk; *Stress Variables; *Test Validity; *Work Environment
IDENTIFIERS- *Work Stress Inventory

Although the effects of occupational or work stress have received considerable attention in recent years, few studies have attempted to systematically measure the construct. Prior to this study, Scale 1 of the Work Stress Inventory was developed to measure three indices: (1) appraised stress; (2) frequency of stressful situations; and (3) composite overall stress, as they relate to organizational stress and communication. Scale 1 was found to reflect organizational exclusion or alienation. To investigate job task situations associated with stress, 227 working adults (84 males, 143 females), from 34 occupations, completed Scale 2 of the Work Stress Inventory. The 58-item Scale 2 was designed to measure individual stress perceptions in relation to threats to safety and job security, and adverse environmental and mental working conditions. Based on item-total correlations the Scale was reduced to 20 items. The reduced Scale 2 and Scale 1 were then administered to 385 working adults (150 males, 235 females). Scores for the three indices (stress appraisal, frequency, and composite stress) were calculated. An analysis of the results supported the validity of the inventory as an overall measure of work stress and of the Scales as different facets of the construct. Two facets to the construct of work stress were identified: organizational alienation and job risk. These findings suggest that the Work Stress Inventory may be a useful instrument in assessing occupational stress. (BL)

ED 250 621 CG 017 820

Michener, Susan E.
Achievement and Self Esteem Implications of Self Presentation.
PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Achievement; *Achievement Need; College Students; Expectation; Feedback; Higher Education; *Self Esteem; *Self Evaluation (Individuals)
IDENTIFIERS- *Self Presentations; *Social Comparison

The role of achievement needs in self-evaluation has been relatively neglected. To examine ability evaluation through social comparison when achievement or self-esteem needs are salient, students (N=102) were given bogus (favorable or unfavorable) ability feedback to manipulate the need for self-esteem maintenance. Achievement motivation was invoked by varying subjects' expectation that they would or would not participate in a group task and be evaluated on social sensitivity by group members. A third level had no expectation of a subsequent task. Subjects then selected a packet of social sensitivity scores and a personality profile of a previously tested subject, choosing one whose score was near the top, better than theirs, just above theirs, below or much below theirs, or near the bottom. Social comparison measures after the feedback and before the group task indicated the strength of the various motivations. Subjects who expected to be evaluated by others chose top level comparison others. Findings also partly replicated the self-esteem maintaining effect of downward comparison following negative feedback. However, use of downward comparison was limited to a situation where future performance demands were low. (JAC)

ED 250 636 CG 017 838

Corbin-Sicoli, M. L.; And Others
Continuity and Change in Personality, Vocational Orientation, and Study Habits & Attitudes of College Students.
PUB DATE- Dec 83
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Behavior Change; *College Students; Counseling Services; Higher Education; Longitudinal Studies; *Personality Traits; *Study Habits; Vocational Interests

The measurement of college impact on students has received much attention over the past two decades. To examine stability and change in personality, vocational orientation, study habits, and attitudes of college students from freshman to senior year, two samples of undergraduates (N=51) were tested as freshmen and as seniors. Students completed the Jackson Personality Inventory (JPI), the Sixteen Personality Factor (16PF) Test, the Strong-Campbell Interest Inventory (SCII), and the Survey of Study Habits and Attitudes (SSHA). An analysis of the results showed a general overall pattern of continuity for personality characteristics and vocational interests from freshman to senior year. Change occurred on only two dimensions of the 16PF, with students becoming more introspective and independent with age. The JPI showed students becoming more intellectually curious, inquisitive, and spirited. In both samples growth occurred in work methods, study habits, attitude toward teachers, acceptance of educational ideals, and overall study orientation. These findings suggest that counselors should concentrate on services to freshmen, since they experience the most social, emotional, and academic change as they assimilate and accommodate to the college milieu. (BL)

ED 250 651 CS 007 707

Dwyer, Barry; Walshe, Bob
Learning to Read the Media: A Teacher's Guide to Media Education.
Primary English Teaching Association, Rozelle (Australia).

REPORT NO - ISBN-0-909955-49-2
PUB DATE- Feb 84
NOTE- 121p.
AVAILABLE FROM- Business Manager, Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($6.50 member, $7.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Consumer Education; *Critical Reading; Curriculum Development; Elementary Secondary Education; *Mass Media; Mass Media Effects; Newspapers; Radio; Reading Instruction; Teaching Guides; Teaching Methods; Television Viewing
IDENTIFIERS- *Media Education; *Media Literacy; Media Use

Noting that the school curriculum is in daily competition with the "alternative curriculum" of the popular media, this teacher's guide presents over 100 classroom activity units to bring purpose and critical interactions to children's encounters with the media. The first section of the guide presents a base for starting to "read" the media, including a set of literate values, a Unesco declaration on media education, a guide to critical "reading" of television, and four basic questions for the viewer to ask when "reading" a television item. The next four sections then present activities for critical viewing of television and television advertising, radio listening, and newspaper reading. The remaining three sections discuss developing a media studies program, sample letters to parents regarding the media studies program, and a list of resources for instructional materials on the media. (HTH)

ED 250 666 CS 007 832

Reilly, James B.
Educational Malpractice and the Reading Practitioner.
PUB DATE- Sep 84
NOTE- 28p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (9th, Dublin, Ireland, September 27-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Accountability; *Court Litigation; Court Role; *Educational Malpractice; *Educational Responsibility; Futures (of Society); *Legal Responsibility; Public Policy; *Reading Instruction; Teacher Role; Torts

Prompted by the increased possibility of teachers facing educational malpractice charges, this paper outlines the historical legal precedents through which plaintiffs have sought recognition for this new cause of action, the defenses established against it, and the rationale on which various courts have balanced their decisions. The paper also discusses predictions on the probable behavior of the judiciary in such actions and the reasoning behind those predictions. Finally, it offers suggestions and comments on the important role of educators in preventing or winning malpractice suits. (HOD)

ED 250 667 CS 007 833

Carneal, Ann; Bohning, Gerry
Survey of What Secondary Teachers Read Aloud to Students.
PUB DATE- 20 Oct 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Florida

ED 250 681 CS 208 574

Burress, Lee A., Jr.
The Role of English Teachers and Librarians in Book Selection.
PUB DATE- 67
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Censorship; Educational Practices; Educational Research; *English Departments; *Library Role; *Reading Material Selection; School Libraries; School Surveys; Secondary Education; *Teacher Role; *Textbook Selection

As a result of a joint concern over the issues of book selection and censorhip, the National Council of Teachers of English and the American Association of School Librarians distributed a questionnaire in the spring of 1964 to 1,600 secondary schools, half going to chairpersons of English departments and half to school librarians. Approximately equal numbers of each group responded, with a total of 610 of the questionnaires returned. Of those, 20.3% indicated that the school had received objections to books during the previous year and a half. Data indicated that objections to books or magazines came from a wide variety of sources. More startling was the large number of objections that stemmed from school personnel at all levels; some 42% of objections reported arose in this way. About one-third of teachers' objections, 15% of parents' objections, and 44% of administrators' objections were to the "suitability" of books. The largest single group of specific charges against books resulted from references to sex; only 8% of the objections rested on ideological grounds. It was also found that objections that came from within the school were more likely to result in the removal or restriction of a book than were the objections made by external critics. Evidence suggested that the presence of a policy for book selection did increase the ability to resist censorship. However, book selection practices emphasized stocking school libraries with older rather than more recent titles. (HOD)

ED 250 696 CS 208 652

Hodges, Richard E.
Vocabulary. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 9p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Child Language; Elementary Education; *English Instruction; *Language Acquisition; Language Attitudes; Language Enrichment; Teaching Methods; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- ERIC Digests; Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest explores the nature of vocabulary and its implications for classroom instruction. After defining vocabulary and discussing some of the sources of English vocabulary, the digest examines how children's vocabularies develop. It then discusses the role of vocabulary instruction and ways that such instruction can go beyond teaching just new words to enhance students' understanding of how words are used. (HTH)

ED 250 697 CS 208 653

Janello, Pam
Software Evaluation for the Teacher of the English Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

ED 250 711 CS 208 680

Rhetorical and Communication Theory: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 84
NOTE- 12p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Aesthetic Values; Annotated Bibliographies; *Communication (Thought Transfer); *Communication Research; Content Analysis; *Discourse Analysis; *Doctoral Dissertations; Films; Interpersonal Communication; Linguistics; *Persuasive Discourse; Research Methodology; Rhetorical Criticism; Television; *Theories
IDENTIFIERS- Aesthetic Communication; Rhetorical Theory

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with the following topics: (1) cinema, culture, and the social formation; (2) going beyond historical-critical dualism in the analysis of theoretical discourse; (3) empathy in instrumental communication; (4) a critical-comparative account of J. Piaget and N. Chomsky; (5) classical Chinese theory and practice of argument; (6) ambiguity as a mediator of choice shift processes; (7) use of Grunig's situational typology to predict qualitative as well as quantitative differences in information seeking; (8) the theory and application of Aristotle's enthymeme to discourse; (9) the mixed mode of dialogue; (10) Michael Arlen's aesthetic standards of television criticism; (11) Gricean pragmatics as rhetoric; (12) philosophical hermeneutics as a basis for rhetorical practice, theory, and criticism; (13) the apparent efficacy of the confessional experience; (14) rhetorical analysis of the paintings of Hieronymus Bosch; (15) Quintilian's theory of rhetorical education; (16) rhetorical mythology of the contemporary South; (17) a societal perspective on cognition and communication; (18) an analysis of the verbal and nonverbal codes in "Pogo"; and (19) a Burkean methodology for the rhetorical analysis of aesthetic communication. (HTH)

ED 250 726 CS 504 731

Broome, Benjamin J.
A Culture-Specific Framework for Teaching Intercultural Communication.
PUB DATE- May 83
NOTE- 24p.; Paper presented at the Annual Meeting of the International Communication Association (33rd, Dallas, TX, May 26-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; Cross Cultural Studies; Cultural Awareness; Curriculum Development; Higher Education; *Intercultural Communication; Speech Instruction; *Teaching Methods

Noting that the bulk of intercultural teaching and research has taken the culture-general approach to the exclusion of a culture-specific focus, this paper (1) argues that the distinction between the two approaches is artificial and unnecessary, and (2) develops a framework for intercultural communication that incorporates a culture-specific focus as the basis for helping students understand the intercultural communication process. Following the introduction, the first section of the paper discusses the limitations of the culture-general approach. The second section then offers a culture-specific framework for teaching intercultural communication. The third section discusses using the culture-specific approach with both a culture-general understanding of the intercultural communication process and culture-specific expertise concerning the communication behavior of a particular cultural group. (HTH)

ED 250 727 CS 504 732

ED 250 741 CS 504 750

Ross, Roseanna; Stokes, Colleen Stiles

Implications and Strategies for Instruction of the Nontraditional
Student in the Conventional Basic Speech Communication Course.

PUB DATE- 4 Nov 84
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech
Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Learning; Adults; *Andragogy; Curriculum
Development; Higher Education; *Nontraditional Students; *Speech
Communication; *Speech Curriculum; Speech Instruction; Student
Attitudes; Student Evaluation; *Student Needs; Teaching Methods

Older, nontraditional students are appearing with increasing frequency in conventional basic communication classes, and the unique learning needs of this group present a challenge to instructors, who must take into consideration the following: (1) the challenge of the learning process itself, (2) basic problems or concerns of the adult within the classroom, (3) general characteristics of adult learners, and (4) the andragogical view of adult learning. The basic speech communication course has inherent strengths for addressing these nontraditional students' needs, in building verbal skills, integrating the adult into the educational setting, and developing the adult student's self-confidence. An instructor's directed efforts to integrate the nontraditional student into the classroom should consider curriculum design, teaching strategies, and evaluation methods. The curriculum should be problem-oriented rather than subject-oriented, and the grading method individualistic and noncompetitive. Among the teaching strategies that can meet the needs of nontraditional students are modeling, needs assessment and student/instructor consultation, discussion, learning-teaching teams, role playing, and journal writing. Evaluation procedures should clearly define expectations, be supportive, and directly involve the student. Self-evaluation and the communication skills performance assessment scales of M. S. Knowles (1970) are among the noncompetitive evaluation techniques. (HTH)

ED 250 755 CS 504 767

Rhetoric and Public Address: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 84

NOTE- 8p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Clergy; *Communication Research; Conflict; Court Litigation; Discourse Analysis; Doctoral Dissertations; Foreign Countries; Language Research; Language Usage; Models; *Persuasive Discourse; Politics; *Public Speaking; *Religion; *Rhetoric; Rhetorical Criticism; Speech Skills; Television

IDENTIFIERS- Invention (Rhetorical)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 10 titles deal with the following topics: (1) the television sermons of Jerry Falwell, W. A. Criswell, Robert Schuller, Jimmy Swaggert, James Robinson, and Howard Estep; (2) the preaching of Wallace E. Fisher; (3) Theodore Roosevelt's inventional stance, 1910 to 1912; (4) Daniel Berrigan's defense at the trial of the Catonsville nine; (5) the speechmaking of Jerry Falwell and Greg Dixon of the Moral Majority and evangelist James Robinson; (6) the Sadat-Begin peace negotiations; (7) the transcendental voice of Catholic priest Isaac T. Hecker; and (8) the rhetoric of John Randolph of Roanoke, Virginia. (FL)

ED 250 756 CS 504 768

Mass Communication: Abstracts of Doctoral Dissertations Published in

ED 250 770 EA 017 240

LoGerfo, James W.
The Training of Teachers: A Dubious Record.
PUB DATE- 84
NOTE- 37p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p75-110. For the complete document, see EA 017 236.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Course Evaluation; Cultural Education; *Educational Change; *Educational Improvement; Education Courses; *Public Education; Relevance (Education); Schools of Education; Teacher Attitudes; Teacher Background; Teacher Certification; Teacher Characteristics; *Teacher Education; Teacher Education Curriculum; Teacher Education Programs; Teacher Educator Education; Teacher Educators; Teacher Motivation; Teacher Qualifications; Teacher Salaries
IDENTIFIERS- New Jersey

The training of teachers may be the most important component in any attempt at successful and productive educational reform. The core of the crisis will remain until there are thoughtful, substantive reforms in this area. A teaching license or certificate is required in order to teach in a public school. In order to highlight the problem of teacher training, interviews were conducted with a group of students who enrolled in a New Jersey state college's education courses. Deficiencies in the present system were revealed and solutions pointed out. The typical minimum program of five courses was found to be uniformly unsatisfactory. There was little correlation between course content and actual classroom experience or the catalog description; and the teachers advocated outdated theories, were ill-prepared, made minimal demands of students, discussed unrelated topics in class, and used only a portion of the allotted class time. Such problems are due to the creation of course requirements and courses as a concession to pressure groups or legislators, and to lack of a broad cultural education for teachers of education courses. Among the solutions discussed are opening the profession to broadly educated liberal arts graduates without compelling them to endure a series of frustrating education

ED 250 784 EA 017 289

A Blueprint for Classroom Discipline. Action Kit #3.
American Education Coalition, Washington, DC.
PUB DATE- Oct 83
NOTE- 67p.
AVAILABLE FROM- Publication Sales, American Education Coalition, 721 Second Street, N.W., Washington, DC 20002 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Problems; *Behavior Standards; *Classroom Techniques; Corporal Punishment; *Discipline; *Discipline Policy; Due Process; Educational Environment; Educational Policy, Elementary Secondary Education; One Parent Family; Parent School Relationship; *Student Behavior; Student Responsibility; Student Rights; Suspension

Discipline is essential to quality education. A blueprint for classroom discipline is presented that is designed to restore discipline in the classroom. The plan calls for the participation and cooperation of parents, teachers, administrators, the school board, and the students. The plan is based on principles such as: (1) school administrators must take appropriate disciplinary action, including suspension or expulsion of disruptive students, so that other students will not be deprived of a quality education; and (2) parents are primarily responsible for instilling discipline in their children and should cooperate with school administrators and teachers in maintaining firm discipline. A question and answer format is used to explain the background for increased problems in school discipline and the actions that should be taken to improve the school environment. Suggested disciplinary actions differ for the elementary and high school levels. Over half of the publication consists of attachments, including articles from two magazines and one newspaper about discipline problems; a model for state legislation on school discipline policy; and a handbook, "Student Rights & Responsibilities with Staff Implementation Guidelines," from Montgomery County Public Schools, Rockville, Maryland. (MLF)

ED 250 798 EA 017 305

Swentkofske, Carl J.
Roofs--Their Problems and Solutions.
PUB DATE- 15 Oct 84
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of School Business Officials (70th, Atlantic City, NJ, October 14-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; *Educational Facilities Improvement; Elementary Secondary Education; Employment Qualifications; Field Tests; Inspection; Maps; Occupational Information; Paraprofessional Personnel; *Roofing; School Districts; *School Maintenance

Most roofs are meant to withstand the elements for a period of 20 years; to achieve this goal, however, school officials must believe in a dedicated maintenance program and sell it to their superiors and school boards. Establishment of a school district roof maintenance program is explained. Job qualifications and training methods for an inhouse technician are outlined. The next steps involve mapping the roof and developing an inspection report--an ongoing task that must be done at least once, preferably twice, a year. An important part of a roof maintenance program is a historical record that points out specifications that worked or didn't work. The history sheet should include names of the architect, the general contractor, and the roofing contractor; completion date of the construction; and where the original plans and specifications are located. Three different nondestructive types of moisture detection scans--infrared, nuclear, and capacitant--are described. A table illustrates comparison of these scans for conventional build-up roof systems and single-ply systems. A summary of roof problems categorized as environmental stresses and physical plant stresses is followed by solutions to roofing problems. Different types of roof membranes and construction materials are defined and their advantages and

ED 250 811 EA 017 319

Education in Arizona: Popular Concerns, Unpopular Choices. A Report.
Arizona Governor's Office, Phoenix.
PUB DATE- 2 Nov 83
NOTE- 49p.; Prepared by the Governor's Committee on Quality Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Curriculum Development; Educational Finance; *Educational Improvement; *Educational Objectives; *Educational Policy; Educational Principles; *Educational Quality; Elementary Secondary Education; Governance; Program Evaluation; Special Education; State Boards of Education; State Curriculum Guides; *State Standards; State Surveys; *Statewide Planning; Teacher Employment; Teacher Qualifications
IDENTIFIERS- *Arizona

This document presents the deliberations and recommendations of the Arizona Governor's Committee on Quality Education, which met from June to October 1983. The broad goals of their recommendations are: (1) to increase expectations of student performance; (2) to increase the breadth and depth of the educational program to which students are exposed; (3) to elevate the status of teachers, improving their training and compensation; and (4) to increase parental involvement in education. A summary of the recommendations is provided, followed by a transcript of committee proceedings that pertain to each recommendation. Topic areas under which recommendations are grouped are the following: primary and secondary school skills, testing and academic achievement, time commitment to education, curriculum requirements, bilingual education, education of the handicapped, evaluation of school program, textbooks, academic credits, slow and gifted, course content, teacher education programs, certification of teachers, employment and tenure of teachers, teacher compensation issues, management and governance, and school financing. Three appendixes are included: the basic academic competencies, the basic academic subjects, and major resources. (TE)

ED 250 825 EA 017 338

High, Reginald M.; Achilles, C. M.

Observations of Principals' Influence-Gaining Behaviors in Schools of Varying Levels of Instructional Effectiveness.

PUB DATE- Nov 84

NOTE- 17p.; Paper presented at the Annual Meeting of the Southern Regional Council for Educational Administration (Atlanta, GA, November 1984). Some tables have faint or broken print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Administrator Role; Educational Improvement; Elementary Education; Instructional Improvement; Junior High Schools; *Leadership Qualities; Middle Schools; Minority Group Children; *Principals; *School Effectiveness; Social Influences; Tables (Data); *Teacher Administrator Relationship; Urban Schools

To discover if there were differences in the influence-gaining behaviors of principals in schools of varying levels of instructional effectiveness, 9 of 19 urban schools involved in a school improvement project were selected for study. All the schools met the following criteria: involvement in the project for at least 1 year, employment of the same principal for a minimum of 3 years, and student population composed of at least 95 percent minorities. Based on student test scores, two elementary and one middle school were designated as "high-achieving schools" and four elementary and two middle schools were designated as "other schools." Data for the study were obtained from questionnaire responses by teachers and principals on their perceptions of the principals' behaviors categorized as follows: referent, expert, rewarder, coercer, legitimate authority, involver, and norm setter. Observations of principal behaviors and interviews were conducted to confirm the information obtained from the questionnaires. Results are displayed in eight tables. Although principals were ranked very similarly by teachers in high-achieving and in other schools in terms of the influence-gaining behaviors used, principals of high-achieving schools exhibited six of the seven behaviors to a significantly higher degree than did the principals of the other schools. (MLF)

Whetten, Clifford L.; Berridge, Robert I.
Community Education Training Manual.
Texas A and M Univ., College Station. Center for Community Education.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- May 83
NOTE- 114p.; For the Community Education Resource Manual, see ED 231 964.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Community Education; Faculty Development; *Inservice Teacher Education; Learning Activities; *Preservice Teacher Education; Program Development; Program Implementation; Teaching Guides; *Workshops
IDENTIFIERS- 310 Project

This manual is intended for use primarily as a guide to assist in the planning, organization, and implementation of preservice and inservice training of community educators. The material presented here describes the goal, objectives, basic training and rationale, planning, activities, resources and equipment, and evaluation of each of five workshops: (1) Superintendents' and School Board Members' Community Education Awareness Workshop, (2) Institute for New Community Educators, (4) Workshop for Experienced Community Educators, and (5) Workshop for Special Groups. An appendix, which makes up approximately one-half of the manual, includes forms and handout materials found to be useful in organizing and conducting workshops. (YLB)

ED 250 442 CE 039 326

Campbell, B. J.; And Others
Seat Belts Pay Off. The Use of Economic Incentives and Public Education to Increase Seat Belt Use in a Community. Final Report.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
SPONS. AGENCY- General Motors Corp., Detroit, Mich.; North Carolina Governor's Office, Raleigh.
PUB DATE- Mar 84
NOTE- 103p.
AVAILABLE FROM- University of North Carolina, Highway Safety Research Center, CTP-13, 197-A, Chapel Hill, NC 27514 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

Eads, Freeman D.; Hinton, Barbara E.
Algebra. Instructor Edition. Post-Secondary Vocational-Technical Level.
Arkansas Univ., Fayetteville.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE- Apr 84
NOTE- 143p.; For related documents, see CE 039 873-878. Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Behavioral Objectives; Classroom Techniques; *Equations (Mathematics); *Functions (Mathematics); Guidelines; Instructional Materials; Learning Activities; Mathematical Concepts; *Mathematics Skills; Postsecondary Education; *Pretechnology Programs; State Curriculum Guides; Teaching Methods; *Technical Education; Vocational Education
IDENTIFIERS- Arkansas; Binomials; Polynomials; Quadratic Equations

This instructor's guide consists of materials for use in teaching a course in algebra designed for students enrolled in postsecondary vocational and technical education programs. Addressed in the eight individual units of the guide are the following topics: signed numbers, algebraic notation, equations and inequalities, solving algebraic equations, binomials and polynomials, simultaneous equations, rectangular coordinates and linear equations, and quadratic equations. Each unit contains some or all of the following components: a unit objective, specific performance objectives, suggested activities for the instructor, a list of references, information sheets, transparency masters, assignment sheets, a test evaluation, and test answers. (MN)

ED 250 456 CE 039 877

Eads, Freeman D.; And Others
Pre-Tech Mathematics. Instructor Edition. Post-Secondary Vocational-Technical Level.
Arkansas Univ., Fayetteville.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

included in the competency statements. The final two sections of the guide consist of a student competency record form and a list of job titles available in the local area keyed to relevant competencies. (KC)

ED 250 468 CE 039 897

Wells, Keith; And Others
Agricultural Occupations. A Competency Based Articulated Curriculum.
Indian Hills Community Coll., Ottumwa, Iowa.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 82
NOTE- 115p.; For related documents, see CE 039 894-899. Developed in cooperation with Merged Area XV High Schools.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; Agricultural Machinery; Agricultural Occupations; *Articulation (Education); College School Cooperation; Competence; *Competency Based Education; *Course Content; Curriculum Development; Curriculum Guides; Educational Mobility; Educational Planning; Educational Policy; Institutional Cooperation; Job Analysis; *Job Skills; Occupational Information; Program Content; Secondary Education; Student Evaluation; Task Analysis; Transfer Policy; Two Year Colleges; Vocational Education

This document is a competency-based curriculum guide designed to promote articulation in agricultural education programs between and among secondary and postsecondary institutions in the Indian Hills Community College and Merged Area XV high schools in Iowa. The guide is organized in nine sections. The first six sections provide background information about the articulation project, the audiences served and competencies developed, testing procedures, and provisions for transfer of credits. Section VII, which makes up the greater part of the document, details the competencies in 12 areas needed by entry-level farm workers and the enabling tasks needed to become proficient in the competencies. Each competency consists of three parts that, when used in combination, provide a detailed outline of major tasks that a student must accomplish to reach one or more previously stated student outcomes. The three parts are the task that the student must accomplish, the conditions under which the student must demonstrate the skills, and standards

Societal Uplift and Productive Efficiency: Corporate Use of Vocational Education in Ellsworth, Pennsylvania, 1900-1915.
PUB DATE- Feb 84
NOTE- 20p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (7th, West Palm Beach, FL, February 9-12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Education, Adult Vocational Education; *Business Responsibility; Coal; Elementary Secondary Education; Industrial Education; *Industrial Training; Labor Education; *Labor Force Development; *Mining; Postsecondary Education; School Business Relationship; *Socialization; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Pennsylvania (Ellsworth)

About 1900, James W. Ellsworth created the educational system of Ellsworth, Pennsylvania. His aim was to have the system serve a dual purpose: the societal uplift of foreign miners to make them better citizens and the improvement of the company's productive efficiency. Ellsworth's school offered traditional courses along with training in English and a crude form of manual training designed to increase future mining productivity and improve the life of the workers. The paternalistic manual training program prepared both boys and girls for what the businessman believed would be their future roles in the coal fields. Boys learned how to use company-provided tools, especially woodworking equipment. As they grew older, they studied mining skills. Girls learned cooking and sewing almost exclusively. When the Lackawanna Steel Company revived the old training courses after buying the company and the town from Ellsworth, it followed Ellsworth's original program while expanding and improving the curriculum to meet not only its needs but also those of its workers. The success of its program can be measured in terms of the expanded course offerings--particularly vocational education courses and first aid and safety training--and the increased enrollments of children as well as the enrollment of workers in after-work programs. The program was particularly successful in training mine foremen and fire bosses. While this educational system was clearly a device to shape and manipulate workers with the company attitude toward work and life, it also provided the residents an opportunity they might never have had to learn a vocational skill and progress toward a mainstream American life-style. (KC)

ED 250 496 CE 040 004

Seibles, Mary, Comp.
Catalog of Adult Education Projects. Fiscal Year 1984.
Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.
PUB DATE- 84
NOTE- 529p.; For 1983 Catalog, see ED 235 371.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; Adult Basic Education; *Adult Education; Community Resources; Correctional Education; Counseling; Daily Living Skills; *Demonstration Programs; Disabilities; Employment Potential; English (Second Language); High School Equivalency Programs; Information Dissemination; Job Skills; Postsecondary Education; Program Administration; *Program Content; Program Descriptions; Program Development; Program Evaluation; *Program Implementation; Second Language Instruction; Staff Development; Student Evaluation; Student Recruitment; Technological Advancement; Tutoring; Womens Education
IDENTIFIERS- *310 Project; *Adult Education Act 1966

This catalog, the seventh in a series of annual listings of special adult education projects, was developed to facilitate the exchange of programmatic information among adult education practitioners about projects funded by states under Section 310 of the Adult Education Act. This catalog contains 382 project abstracts from 46 states. The abstracts appear in the catalog under 19 subject categories: administration, adults with disabilities, adult basic education, adult performance level/life skills, assessment/testing, community linkages, corrections education, counseling, dissemination, English as a second language, employability, evaluation, general education development, high school diploma, recruitment, staff development, technology, tutoring, and women. Each abstract consists of a title, contact person with address and telephone number, program objectives, project description, funding, target audience, product, and evaluation methods. Four appendixes are included in the catalog. Appendix A lists project titles by category and states; Appendix B lists projects by states that funded them; Appendix C lists more than 180 products; and Appendix D indexes key words in project titles. (KC)

ED 250 509   CE 040 022

1981 Employer Follow-Up Survey of 1980 Completers and Leavers.
Instructional Development and Evaluation Associates, Inc., Berkeley, Mich.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- Sep 81
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cost Effectiveness; Data Collection; Educational Benefits; Employer Attitudes; *Followup Studies; Influences: *Job Performance; *Outcomes of Education; Questionnaires; Research Methodology; Secondary Education; State Surveys; *Vocational Education
IDENTIFIERS- *Employer Surveys; Mail Surveys; *Michigan; Telephone Surveys

A study examined the perceptions of employers in Michigan concerning the vocational training received by employees who either completed or left vocational training programs in 1980. A second objective of the study was to compare the relative cost and effectiveness of using telephone and mail surveys to gather data for this type of study. Of a total of 2,553 Michigan employers identified as employing a recent participant in a vocational training program, 2,402 were contacted. When asked to rate the vocational training received by the former students in terms of technical knowledge, work attitude, and work quality (on a scale of 1 to 5, with 1 being very poor and 5 being very good), employers supplied the following mean ratings: technical knowledge received a mean rating of 4.21; work attitudes received a 4.47; and work quality received a 4.42. Over half of these employers felt that former vocational students were better prepared for their jobs than were their counterparts who did not participate in vocational education. Despite the higher cost of telephone surveys, it was concluded that the telephone survey approach is to be preferred over the mail survey approach inasmuch as it yielded a higher response rate and was the only one of the two approaches that allowed those administering the survey to clarify its general intent and to elaborate on specific survey items as soon as questions arose in the respondents' minds. (Both survey instruments are appended.) (MN) findings and products, and the adequate funding of vocational teaching and professional development activities. Although reviewing these achievements and needs is easy, making the changes called for is not. However, implementing is necessary to achieve greater excellence. (KC)

ED 250 524 CE 040 055

Dekutoski, Marie S.

A Career Awareness Program for Agribusiness: First Year Results.

PUB DATE- Mar 84

NOTE- 22p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Houston, TX, March 18-24, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Agribusiness; *Career Awareness; *Career Choice; *Career Education; Career Planning; Educational Benefits; Educational Research; High Schools; Longitudinal Studies; *Minority Groups; Outcomes of Education; *Program Effectiveness; Secondary Education

A research project focused on the impact of different agriculture career awareness programs on minority and disadvantaged high school students. It also studied the effects of client age, sex, geographic location, and ethnicity on program effectiveness. Ninth and eleventh-grade students at eight Missouri high schools comprised study and control groups. The research design chosen was the extended Posttest-Only Control Group design. Two career education programs were developed using existing materials: a traditional program using both written resources and paper and pencil activities within the classroom and a nontraditional program using audiovisual materials, site visits, and interviews. Three units on self, career paths and jobs, and career planning were devised. The major hypothesis was that exposure of minority youth to a broader and more accurate picture of career potentials in agriculture will result in more minority youths seeking the opportunities that exist in agriculture. Results indicated that community size and type affected career choice. A greater number of students in the treatment groups chose agriculture-related careers than non-agriculture careers. The project provided for further analysis of career choice through followup questionnaires

courses effective. (The intake instrument, correspondence, and evaluation instruments are appended.) (YLB)

ED 250 537 CE 040 079

VanderLugt, Marilyn J.

Transition, Retraining, and Change for Entry. Final Report from July 1, 1983 - August 31, 1984.

Brevard Community Coll., Cocoa, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 31 Aug 84

NOTE- 69p.; Some pages contain small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Career Counseling; Career Education; *Career Exploration; *Displaced Homemakers; *Employment Potential; Females; Job Placement; Job Search Methods; *Job Skills; *Nontraditional Occupations; Program Descriptions; *Reentry Workers; Referral; Retraining; Student Recruitment; Womens Education; Workshops

IDENTIFIERS- *Job Club

Goals of the "Transition, Retraining, and Change for Entry" project were to provide counseling and/or group support for single heads of households or persons entering nontraditional employment and to provide placement services for the target group. A third goal was to disseminate information about the value of and opportunities in nontraditional careers especially for women. Outreach, recruitment, and awareness development activities directed at the professional and college communities were classroom presentations, workshops and seminars for students in grades 8-12, and the mailing of two brochures. Intake, one-to-one counseling, referral, and followup activities included a summary profile taken from initial intake data and followup by phone and letter. Methods used in the employment, employability skills, Job Club, and workshops components included a job-finding workshop for women graduating in nontraditional technical training and implementation of a Job Club, which used an educational/self-help or "peer counseling" format. Findings supported use of all the strategies, with Job Club highlighted as a significant strategy in helping displaced homemakers find employment. (Brochures, nontraditional occupations handouts, articles, instruments, and Job Club materials are appended.) (YLB)

ED 250 550 CE 040 097

Enochs, J. R.; And Others

The Relationship of Learning Style, Reading Vocabulary, Reading Comprehension, and Aptitude for Learning to Achievement in the Self-Paced and Computer-Assisted Instructional Modes of the Yeoman "A" School at the Naval Technical Training Center, Meridian.

PUB DATE- Nov 84
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Aptitude; Adult Education; Adult Programs; *Cognitive Style; Comparative Analysis; *Computer Assisted Instruction; Educational Strategies; Individualized Instruction; Influences; Military Personnel; Military Training; *Pacing; Postsecondary Education; Predictor Variables; Pretests Posttests; Program Effectiveness; Reading Comprehension; *Reading Skills; Teaching Methods; Vocabulary
IDENTIFIERS- Naval Training; Navy

A study examined the relationship of learning style, reading vocabulary, reading comprehension, and aptitude for learning to achievement in the self-paced and computer-assisted instructional (CAI) modes of the Yeoman "A" School at the Naval Technical Training Center in Meridian, Mississippi. To gather data for the study, researchers conducted a pre- and posttest comparison of two groups of 50 Navy Yeoman "A" School students. The following instruments were used in the study: the Learning Styles Inventory, the Armed Services Vocational Aptitude Battery (ASVAB), the Nelson-Denny Reading Test, and the Yeoman "A" School Achievement Test. When preachievement was controlled statistically, the CAI group achieved significantly higher than did the traditional self-paced instruction group. Overall, the best predictors of achievement among all of the students were pretest scores, knowledge of mathematics, word knowledge, and mechanical comprehension. It also appeared that students achieve in different instructional settings relative to their aptitudes, achievement in reading, and learning styles; for example, those doing better in the CAI program seemed to be more concerned with abstractions and

collected print materials was prepared and distributed to the workshop participants. (This project report includes the computer literacy booklet, a summary of responses to an exit evaluation of the workshops, a glossary, transparency masters dealing with floppy disks and the inner workings of a computer, brief sample programs, a selected bibliography, a list of catalogs of computer software and books, software and courseware evaluation forms, and sample exercises.) (MN)

ED 250 564 CE 040 141

Ciavarella, Michael A.
A Plan to Implement Six Regional Invitational Counselor Preparation Workshops. Final Report.
Shippensburg Univ., PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 30 Sep 84
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; *Career Education; *Career Guidance; Counselor Qualifications; *Counselor Training; Educational Needs; Educational Practices; Inservice Education; Instructional Design; Internship Programs; Job Skills; Needs Assessment; Networks; Postsecondary Education; Practicums; Professional Education; Program Design; *Skill Development; Statewide Planning; *Training Methods; Workshops
IDENTIFIERS- *Pennsylvania

A project was conducted to implement six invitational counselor preparation workshops for the purpose of improving and updating counselors' skills and competencies in the areas of career development, guidance, and education. The following objectives were addressed during the project: to assess the present training practices of counselor education programs in Pennsylvania as they relate to career development, guidance, and education; to consider both credit and noncredit training approaches to update counselor competencies in these areas; to involve a variety of professionals to ensure the broadest examination of the professional development needs of vocational counselors; and to collect data for use in assessing the relevance of counselor training programs. After the project participants identified several needed changes in the pre-

ED 250 577 CE 040 181

Minzey, Jack D.; Townsend, Anthony C.
Core Plus Education. A Model for Schools of the Future.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Career Education; *Community Education; Continuing Education; *Educational Facilities; *Educational Facilities Design; Educational Facilities Planning; Educational Innovation; Elementary Secondary Education; Futures (of Society); Lifelong Learning; *Models; Public Education; *Role of Education; *School Buildings; School Role; Schools
IDENTIFIERS- *Core Plus Education

The institution of school has developed to the extent that it is no longer only important to the lives of those in society and to the society as a whole, it is vital. In the last decade, the "deschoolers" have argued that school is no longer appropriate and in serving the society it does not adequately serve the individual. School, as it currently operates, serves neither the individual nor the society. School systems are vulnerable to major changes because they are not cost effective, they are serving an increasingly smaller percentage of the population, and what they are doing is not seen as relevant to current society. A school system to serve the individual and society might be the "core-plus" model. The more stable "core" would address the processes of the community. The programmatic "plus" would consist of all formal classes. Core-plus schools overcome the earlier mentioned deficiencies by being more cost effective because they are used more often, serve those out of school, and involve the community. Core-plus education, based on principles of community education, enhances K-12 education by using community resources, reconceptualizes facility usage, and changes the perception of what public schooling should be. (YLB)

ED 250 578 CE 040 182

offices on aging, state agencies on aging, and regional education and training program offices; state mental health program offices; and state departments of education. (JAC)

ED 250 592 CG 017 791

Myers, Jane E., Ed.; Ganikos, Mary L., Ed.
Basic Helping Skills for Service Providers. Counseling Older Persons. Volume II.
American Personnel and Guidance Association, Washington, D.C.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 81
NOTE- 333p.; For other volumes in this series, see CG 017 790-792.
GRANT- AoA-90-AT-2100/02
AVAILABLE FROM- American Association for Counseling and Development, Publication Sales, 5999 Stevenson Ave., Alexandria, VA 22304 ($15.75 member; $18.75 non-member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Aging (Individuals); Aging Education; *Communication Skills; Counseling Techniques; Counselor Training; Gerontology; *Helping Relationship; *Human Services; *Older Adults; *Staff Development; Training Methods

This manual, the second in a three-volume series on counseling older adults, is intended to help service providers who work with older adults, to learn, practice, and develop communication skills. The format for the units consists of a statement of objectives, followed by an introduction and overview of the contents. Informative text, skill building activities, and a summary are also provided for each unit. The first unit introduces learning helping skills. Unit II presents information about the biological, psychological, and social aspects of aging. Unit III provides a self-exploration exercise focusing on attitudes about older adults. Unit IV describes the various components of a helping relationship, and unit V describes communication roadblocks, and skills for improving communication with older persons. Unit VI introduces more advanced communication skills, including interviewing and assertive techniques, the life review, and problem solving. Unit VII covers ending helping relationships as well as ending single encounters and referrals. Unit VIII discusses community resources and family or informal supports of older persons. Unit IX contains information

ED 250 607 CG 017 806

Richman, Charles L.; And Others

General and Specific Self-Esteem in Late Adolescent Students: Race x Gender x SES Effects.

SPONS. AGENCY- Wake Forest Univ., Winston Salem, N.C.
PUB DATE- Mar 84
NOTE- 28p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
GRANT- NIMH-MH-36491
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Adolescents; *Racial Differences; Secondary Education; *Self Esteem; *Sex Differences; *Socioeconomic Status
IDENTIFIERS- Happiness

Self-concept formation has long been considered the most significant developmental milestone of adolescence. To assess the effects of gender, race, and social class on the general and area-specific self-esteem of late adolescents, 195 eleventh grade students, divided according gender, race (black, white), and social class (low, middle, high) were tested. Subjects completed the Rosenberg General Self-Esteem Scale, the Piers-Harris Children's Self-Concept Scale, and the Brookover Self-Concept of Ability and School Achievement Test. An analysis of the results showed that females, whites, and lower social class adolescents were consistently lower in their self-esteem scores than were males, blacks, and upper social class teenagers. White females were found to be lower in general and happiness self-esteem than all other gender by race subgroups. High socioeconomic status white students were lower on the happiness and behavioral self-esteem measures than black students and white middle class students. Black males and white females were less confident in their school ability than were black females and white males. The study is seen as an initial empirical contribution to the development of a comprehensive model of adolescent self-esteem. (Author/BL)

ED 250 622 CG 017 821

Endler, Norman S.; Edwards, Jean M.
Interactionism in Personality in the Twentieth Century. Research Report #146.
York Univ., Downview (Ontario). Dept. of Psychology.
PUB DATE- Aug 84
NOTE- 14p.; Paper presented at a session on "Personality Theory through the Ages" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- History; *Interaction; *Models; *Personality Theories; Philosophy; State of the Art Reviews
IDENTIFIERS- Consistency Theory; Situational Variables; Twentieth Century

This paper examines the historical development of the interaction model of personality in the 20th century. The philosophical roots of interactionism can be traced to the writings of Aristotle and Descartes. One of the earliest interactionist positions in psychology can be found in the works of Kantor (1924, 1926). Although theoretical interest in interactionism continued with Lewin (1935), Murray (1938) and Rotter (1954), early empirical research examining interactionism developed independently. The social, political, historical, and methodological factors that have influenced the research and theorizing on interactionism in personality are examined. Finally, the development of the interaction model of personality is traced to the evolution of major personality issues, including (1) the consistency-specifying controversy; (2) reformulation of definitions of consistency; (3) the distinction between mechanistic and dynamic interaction; and (4) the analysis of situations. (Author)

ED 250 623 CG 017 822

Reid, Pamela Trotman; Robinson, W. LaVome
Professional Black Women and Men: An Exploratory Study of Thei

ED 250 637 CG 017 839

Attig, Mary S.
Capacity Differences Reflected in the Recall Performance of Adults.
PUB DATE- Aug 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cognitive Processes; *Older Adults; *Recall (Psychology); Short Term Memory; *Young Adults
IDENTIFIERS- Effort

Recent theories in cognitive psychology have emphasized the role of capacity requirements in encoding tasks. To examine the notion that age-related differences in the recall performance reflect differences in cognitive capacity, 80 adults (40 undergraduates, and 40 senior citizens) recalled newspaper advertisements under free recall and cued recall conditions. An analysis of the patterns of recall revealed quantitative but not qualitative differences among the subjects. Compared to older adults, young adults recalled more items and improved their performance across trials. Young adults also recalled more categories and more items per category than did older adults. However, in analyzing the pattern of recall no differences were found between the two age groups. Under the cued recall condition, younger adults recalled more items than did older adults. These findings suggest differences in cognitive capacity among these subjects. (Author/BL)

ED 250 638 CG 017 840

Mahaffey, Martha Bernal
Abusive Relationships: A Comparison of Battered and Exbattered Women.
PUB DATE- Apr 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

ED 250 652 CS 007 722

Engelmann, Siegfried; Steely, Donald

Implementation of Basal Reading in Grades 4-6. Final Report.

Engelmann-Becker Corp., Eugene, OR.

PUB DATE- 80

NOTE- 80p.; For a related document, see CS 007 723.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; *Basal Reading; Classroom Research; Comparative Analysis; Content Analysis; Intermediate Grades; Program Descriptions; Questionnaires; Reading Achievement; *Reading Comprehension; *Reading Instruction; *Reading Research; Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; Teaching Methods

The results of a three-part study, conducted to present an indepth look at reading comprehension instruction in the middle grades, are described in this report. Four major areas are covered: teacher's verbal reports, program specifications, teaching behavior, and student mastery. The report first describes the research design, or how a profile of reading instruction was established for grades four through six. The procedures of obtaining data are described: audio interviews, video taping, program analysis, and student performance. The results are presented and discussed and the following types of comparisons are made: (1) some teacher verbal reports are compared to actual program specifications; (2) some teacher behaviors are compared to both program specifications and verbal reports; and (3) student performance is compared to program specifications, teacher behavior, and teacher verbal reports. A summary of the study is offered and the results of administrator interviews are presented. The questionnaire used is described and data from questionnaire responses are compared with those gathered from teacher observation. (HOD)

ED 250 653 CS 007 723

Engelmann, Siegfried; Meyer, Linda A.

Reading Comprehension Instruction in Grades 4, 5, and 6: Program Characteristics; Teacher Perceptions; Teacher Behaviors; and Student Performance.

Reading Association (22nd, Jacksonville, FL, October 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Instructional Materials; *Reading Aloud to Others; *Reading Material Selection; *Reading Research; Secondary Education; Teaching Methods

Prompted by the fact that short and interesting materials suitable for reading aloud to secondary school students are difficult to find, a survey was conducted to compile a list of such materials for dissemination. The 260 respondents included secondary school teachers in all curriculum areas. Results indicated that half the respondents read newspaper articles to students, most frequently about topics related to students' lives (drinking and driving, careers, drugs) and school and community news. Thirty-two percent indicated using magazines for reading aloud, most often "Read" and "Action." Other magazines mentioned included "Time," "Reader's Digest," "Redbook," and "National Geographic." Respondents also listed selections for read alouds from books, short stories, poetry, and humor, and listed collections and anthologies that they found useful for reading aloud activities. (The list of collections and anthologies for reading aloud compiled from the survey answers is appended.) (HTH)

ED 250 668 CS 007 834

Educational Plan, Chapter 1 Elementary Reading Program Description, Performance Objectives and Tests. Revised.
Des Moines Public Schools, Iowa.
PUB DATE- Jun 83
NOTE- 411p.; Prepared by a committee of Des Moines Chapter 1 Elementary Reading Teachers. For a related document, see CS 007 835. Some pages printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Elementary Secondary Education; Listening Skills; *Oral Reading; Reading Achievement; *Reading Comprehension; *Reading Instruction; *Reading Programs; Reading

ED 250 682 CS 208 624

Beach, Richard, Ed.; Bridwell, Lillian S., Ed.
New Directions in Composition Research. Perspectives in Writing Research.
REPORT NO.- ISBN-0-89862-250-6
PUB DATE- 84
NOTE- 418p.
AVAILABLE FROM- The Guilford Press, 200 Park Ave. South, New York, NY 10003 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Child Language; Cognitive Processes; Elementary Secondary Education; Evaluation Methods; Higher Education; Oral Language; Reading Instruction; *Research Methodology; Revision (Written Composition); Teacher Attitudes; *Teacher Role; Word Processing; Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Readiness; *Writing Research
IDENTIFIERS- Reading Writing Relationship; *Theory Practice Relationship

This book contains 20 articles, from a wide variety of perspectives, designed to bridge the interests of researchers and teachers on the topic of current composition research. The following articles are included: "Studying the Writing Abilities of a University Freshman Class: Strategies from a Case Study" (Charles R. Cooper, with Roger Cherry, Barbara Copely, Stefan Fleischer, Rita Pollard, and Michael Sartisky); "Designing Protocol Studies of the Writing Process: An Introduction" (Heidi Swarts, Linda S. Flower, and John R. Hayes); "Classroom Contexts and the Development of Writing Intuitions: An Ethnographic Case Study" (Kenneth J. Kantor); "Measuring the Effects of Revisions on Text Structure" (Lester Faigley and Stephen P. Witte); "The Pragmatics of Form: How Do Writers Discover What to Do When?" (Marilyn M. Cooper); "Anatomy of a Breakthrough: Case Study of a College Freshman Writer" (Thomas Newkirk); "Factors Influencing Self-Assessing and Revising by College Freshmen" (Richard Beach and Sara Eaton): "Observing Composing Behaviors of Primary-Age Children: The Interaction of Oral and Written Language" (Grant Cioffi); "The Relations between Reading and Writing in Young Children" (Lee Galda); "Performance Limits on Wirters" (Colette A. Daiute); "Writing in a Nonacademic Setting" (Lee Odell and Dixie Goswami); "Putting the Situation into Writing Research: State and Disposition as Parameters of Writing Apprehension" (John A. Daly and Joy Lynn Hailey); "Symbolic

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 9p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *English Instruction; *Evaluation Methods; Instructional Materials; *Language Arts
IDENTIFIERS- ERIC Digests; *Software Evaluation; Theory Practice Relationship

Intended for administrators and policy makers as well as teachers, this digest offers selection strategies for consumers of English/language arts computer software. Following the introduction, the digest discusses initial considerations when evaluating software, including examining both the accompanying documentation and the actual program. It then outlines what to look for when first viewing the program in terms of organization and structure and the quality of the program's feedback for the user's answers. Next, the digest covers the pedagogical issues to consider during the first viewing. It then offers criteria for a second viewing, in which the evaluator intentionally makes errors that a student might make to examine how the program responds to confused or slow learners. Finally, the digest offers suggestions for dealing with software publishers. (HTH)

ED 250 698 CS 208 654

Pradl, Gordon
Narratology: The Study of Story Structure. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 11p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

ED 250 712 CS 208 681

Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84
NOTE- 16p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Doctoral Dissertations; Educational Theories; Elementary Secondary Education; English Instruction; Higher Education; Literature Appreciation; Peer Evaluation; Revision (Written Composition); Teacher Role; Teacher Student Relationship; Teaching Methods; Word Processing; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- Audience Awareness; Discourse Modes

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 33 titles deal with a variety of topics, including the following: (1) the relative frequency of various practices for teaching writing as perceived by authorities in the field; (2) the experience of composition and word processing among high school seniors; (3) writing experiences as perceived by liberal arts and sciences faculty and graduating seniors; (4) characteristics of the concept of audience in fifth grade writing; (5) trends in written composition instruction in elementary school textbooks; (6) the effect of teacher feedback on the reduction of usage errors in junior college freshman writing; (7) an eclectic approach to teaching composition; (8) the effects of cooperative peer review in college advanced technical writing; (9) the effect of mode of discourse on student writing performance; (10) the effect of varied teacher cues on higher and lower ability students' revision; (11) effects upon writing performance and attitudes of teacher-student dialogue writing; (12) a comparison of effective teachers' self-reported practices and opinions with recommendations of curriculum authorities; (13) peer interaction during collaborative writing at the fourth and fifth grade levels; (14) story dramatization as a prewriting activity; (15) teaching writing on a word processor; (16) the role of literature in teaching freshman composition; and (17) the public speech as a model for patterns of

Drake, Harold L.
Oral Interpretation and Broadcasting at Individual Events Tournaments: An Interdisciplinary Tournament Model.
PUB DATE- 4 Nov 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; *Competition; Higher Education; *Interdisciplinary Approach; *Oral Interpretation; *Persuasive Discourse; *Radio; Secondary Education; Speech Communication; Speech Instruction
IDENTIFIERS- *Individual Events

Since the American Forensic Association has sanctioned recording individual events competition, it might be in the interest of competition to combine oral interpretation and radio/television broadcast competition into simultaneous competition. Voice development is a goal shared by oral interpretation and broadcasting, so oral interpretation performances could be audio recorded for later reference or delayed judging. This would provide more concentration on voice judgment and less on traditional theatrical techniques. Radio broadcast students could be used as technicians or could enter the recording competition to have their voices judged. Similar procedures could be beneficial to television competition, using videotape equipment. A tournament director may approach taping in at least one of five ways: (1) all rounds of performances may be audio/videotaped for later judgment; (2) only final rounds may be taped, and copies made available to interested schools; (3) tournament directors could have two competitions running simultaneously within the same room; (4) students could compete according to broadcast criteria reflected in their on-location tapes--judges would judge tapes at a prescribed time in order to determine winners by the end of the tournament; and (5) such tapes, aired on local radio and television stations, could enhance parental, public, and administrative support for interpretation and broadcast curricular activities. (HTH)

ED 250 728 CS 504 734

Brownlee, Don; Brownlee, Suzan
The Cost of Freedom: Speech in the Courtroom.

ED 250 742 CS 504 751

Drake, Harold L.

A General Semantics Paradigm for Intra-Intercultural Mass Communicating.

PUB DATE- 3 Dec 82
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association of Puerto Rico (2nd, San Juan, Puerto Rico, December 3-4, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Problems; Cultural Differences; Cultural Interrelationships; Developed Nations; Developing Nations; *Evaluation Criteria; Global Approach; *Intercultural Communication; *Mass Media; Models; News Media; News Reporting; *News Writing; *Semantics; Speech Communication
IDENTIFIERS- *General Semantics Paradigm (Korzybski); *New World Information Order

UNESCO's International Commission for the Study of Communication Problems recommends that a new world information and communication order be established. This order advocates that the news media serve the public directly, and that the public in turn hold the media accountable. Alfred Korzybski's General Semantics paradigm is one system that can contribute toward achieving this order. General Semantics is a system for message evaluation that deals with such universal human values as increasing education, improving health and welfare, and contributing toward general international understanding. Its criteria can strengthen the collecting, sorting, and evaluating capabilities of mass media messages. Included in the General Semantics formulations are the following: (1) Nonallness--one cannot know all that there is to know and messages should not suggest otherwise; (2) Multivaluedness--there are many value systems in the world and messages should reflect that there is more than one way to look at a person, place, or thing; (3) Multiordinality--some words have more than one meaning; (4) Indexing--differences are often the important factors for successful communication; (5) Symbol Reacting versus Signal Reacting--effective communication should include looking into what lies behind the use of certain words; (6) the Et-Cetera Attitude--there is more to be learned about a person, place, or

"Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84
NOTE- 17p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Advertising; Annotated Bibliographies; Doctoral Dissertations; Educational Television; Foreign Countries; *Mass Media; *Media Research; *News Media; Programing (Broadcast); *Radio; Sex Stereotypes; Telecommunications; Television Commercials; *Television Viewing

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 37 titles deal with a variety of topics, including the following: (1) the role of television in the lives of older homebound individuals; (2) radio wars between Cuba and the United States; (3) the relationship between involvement, mass media habits, and health information seeking; (4) mass communication and cultural stasis; (5) relationships between alternative aspects of advertising intensity and market structure in selected product categories; (6) mass media and the cognitive images people hold of other nations; (7) factors that relate to effective use of radio in nonformal education in developing countries; (8) Japanese educational television and its implications for American educational television; (9) cognitive response to political advertising; (10) the effect of sexual stereotyping in print advertising on brand name recall, sales point recall, and buying attitude; (11) all-news radio listening from a structuralist point of view; (12) the narration within the narrative in voice-over; (13) public access cable television; (14) dynamics of development communication; (15) regulatory policymaking; and (16) the United States commercial television export phenomenon in the international market. (HOD)

ED 250 757 CS 504 769

Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84

courses and establishing the following as principle requirements for education students: subject area competence, a suitable personality, and a sense of mission. (DCS)

ED 250 771 EA 017 241

Hadeeo, Marcella D.
The Politicization of the Classroom.
PUB DATE- 84
NOTE- 20p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p111-129. For the complete document, see EA 017 236.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; Controversial Issues (Course Content); *Educational Change; *Educational Improvement; Elementary Secondary Education; Hidden Curriculum; *Political Influences; *Political Socialization; *Public Education; Socialism; Teacher Associations; Teacher Attitudes; Teacher Influence; Teacher Militancy; Textbook Bias; Textbook Selection; Textbook Standards
IDENTIFIERS- Indoctrination; National Education Association

Although subtle compared to the politicization of education in a totalitarian state, American education has been politicized, with liberal ideologies affecting both curricula and teachers. This gradual politicization of the classroom will, if left unchecked, lead to infringements on individual freedom and the right to the pursuit of happiness. Evidence of this phenomenon can be seen in changes in textbooks over the last 15-20 years and in the change in attitude of the National Education Association (NEA). Textbooks contain information that is carefully selected and presented to create attitudes and impressions rather than systematically building toward a foundation of knowledge. The result is a widening gap in cultural literacy paralleled with an increasingly socialist mindset. Perhaps more harmful are politically biased and motivated teachers, who may go beyond educating students and begin to indoctrinate students. Classroom discussions on current events often do not put events into historical perspective or present pros and cons equally and fairly. Teachers' unions have begun to lobby for noneducation issues. Fundamental changes have to be made in the educational system. Academic integrity must be returned to the curriculum; teachers must recognize and accept their professional responsibilities; and teachers must respond to parents' concerns about the education of their children. It is suggested that the NEA

ED 250 785 EA 017 291

A Management Control System for Rehabilitation Management. Management Control Project Final Report.
Georgia Univ., Athens. Rehabilitation Counselor Training Program.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- May 83
NOTE- 192p.
GRANT- NIHR-G008003051
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Counselor Performance; Disabilities; Federal Programs; *Interprofessional Relationship; *Management Systems; *Professional Autonomy; Public Agencies; Rehabilitation; State Programs; *Vocational Rehabilitation
IDENTIFIERS- *Management Control Project

Vocational rehabilitation agency program audits and reviews have revealed problems such as provision of insubstantial services to clients, poor case documentation, large numbers of clients not gainfully employed, and provision of services to ineligible clients. The problems have remained in spite of remediation strategies based on additional controls and regulations within state/federal programs. Accordingly, the Management Control Project, a research and demonstration project funded by the National Institute of Handicapped Research, was designed to develop, implement, and investigate an innovative approach to agency management. Emphasis is placed on setting performance standards, evaluating performance objectively, and providing feedback regarding performance. Skilled counselors operate autonomously; the system eliminates superficial controls. Experimental testing was completed in Georgia, Michigan, and Maryland, each of which has begun statewide installation plans. Performance has improved significantly in all three states. Analysis of survey data show little change in job satisfaction, perceptions of time utilization, and leader descriptions. Work alienation surveys demonstrate that counselors feel that they have significantly more authority regarding their work and that they feel less confined by rules. (TE)

disadvantages discussed. The final item in the paper is a 10-point checklist for writing roofing specifications. (MLF)

ED 250 799 EA 017 306

Frank, Austin

Evaluation after the Fact: Some Comments on Student Affirmative Action Outreach Programs in California.

PUB DATE- 23 Apr 84

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affirmative Action; College Preparation; Economically Disadvantaged; Federal Programs; *Outreach Programs; Program Administration; Program Development; *Program Effectiveness; *Program Evaluation; Program Implementation; Secondary Education; State Programs

IDENTIFIERS- California; Educational Opportunities Program; Upward Bound

Student Affirmative Action (SAA) outreach programs to increase the participation of underrepresented minorities and the economically disadvantaged in higher education in California started with little or no coordination and scant thought of evaluation. For a variety of reasons, which include how they were planned, how they are staffed and administered, how they are funded, and why they exist, very little serious evaluation of the programs has occurred. After 20 years of experience it is difficult, if not impossible, to say from a public policy or research perspective what types of interventions work with what types of students to what degree. It is speculated that for this to change among state-funded programs, the state will have to be more serious in demanding rigorous evaluation and, perhaps, promote program consolidation. However, the fundamental SAA concerns may be evolving and creating new programs and practices in need of evaluation. (Author/TE)

ED 250 812 EA 017 320

Rutherford, William L.; And Others
A New Perspective on the Work of Managers.
Texas Univ., Austin. Research and Development Center for Teacher Education.
REPORT NO.- R&DCTE-R-3180
PUB DATE- Dec 83
NOTE- 44p.; For related documents, see EA 017 309-311 and EA 017 321-324.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Curriculum Development; Elementary Secondary Education; Leadership Qualities; *Leadership Styles; *Principals; Problem Solving; *School Supervision; *Supervisory Methods
IDENTIFIERS- Mintzberg (Henry)

The purposes of the research reported in this paper are, first, to study the actions taken by school principals to facilitate a curriculum change in their schools and, second, to determine the relationship between those actions, the leadership style of the principal, and the extant situational variables. Data were collected by means of bimonthly structured interviews with nine elementary school principals, selected on the basis of leadership style--four responders, three managers, and two initiators. A variety of other research tools were used to cross-validate and enrich the interview technique, including interviews with subordinates working under the principals. The findings present relationships that were found between the style of the principals and the following work behavior variables (after Mintzberg): brevity, variety, fragmentation, medium, flow, and location. Thereafter, nine propositions about situational influences are discussed. In the summary, four key conclusions are drawn: (1) previously identified characteristics of manager working behavior have been confirmed, but behaviors are clearly influenced by style; (2) style has greater influence on manager behavior than situational variables; (3) it is possible to identify distinct manager styles; and (4) style is very stable, despite varying behaviors. Four pages of references are included. (TE)

ED 250 826 EA 017 339

McCormack, Wallace
How Stayton School District Dramatically Improved Its Test Scores.
Oregon School Study Council, Eugene.
PUB DATE- Nov 84
NOTE- 36p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Administrator Role; Change Strategies; *Curriculum Evaluation; *Educational Improvement; Elementary Education; *Norm Referenced Tests; School Districts; *Scores; *Superintendents; Teacher Administrator Relationship
IDENTIFIERS- *Stayton School District 77J OR

Without changing teaching methods or asking for additional funds, a small western Oregon elementary school district made dramatic gains in test scores in less than one school year. The superintendent spearheaded a cooperative effort by the district's administrators and teachers to revise the curriculum, beginning by compiling and displaying, in percentile rankings, the district's California Test of Basic Skills (CTBS) scores, and packaging the data in sets of booklets for distribution to teachers. Teachers looked at the district curriculum guides and studied the achievement tests to determine what domains were being tested and when certain items were to be covered during the school year. Then new curriculum guides were prepared. Improvement in the CTBS scores was dramatic: in fall 1983, 16 of the 21 scores were below the 50th percentile; in spring 1984, all 21 scores were above the 50th percentile. Interviews with the school board chairmen, two principals, and three teachers confirmed that the most important factor for the improvement was that curriculum instruction and testing were evaluated and brought back into alignment. Other factors included involvement and cooperation by the board, superintendent, principals, and teachers. The appendixes illustrate percentile rating of CTBS scores for each grade, over time, and include a middle school classroom observations worksheet. (MLF)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Education; *Community Programs; Driver Education; *Incentives; *Motor Vehicles; Program Development; Program Implementation; *Publicity; Safety Education; *Traffic Safety
IDENTIFIERS- *Economic Incentives; *Seat Belts

A six-month campaign to increase seat belt use in Chapel Hill and Carrboro, North Carolina centered around the idea of giving out economic incentives for seat belt wearing. The approach was to stop vehicles at random and give all belted vehicle occupants a small prize and a chance for a large cash prize. Precampaign activities involve collecting baseline seat belt use data and seeking support from community leaders. Incentives were obtained from a number of businesses, and decisions were made concerning incentive site selection, visibility at incentive sites, whom to stop, and the incentive transaction. Public information and education activities began three weeks prior to the incentive phase and continued during the campaign. The information was presented in the form of printed advertisements and radio and cable television public service announcements. For six months, incentives (valued at $3-$5) were distributed. Monthly $500 drawings were held, capped by a $1,000 drawing at the campaign's end. Weekly data collected during the incentive phase showed an upward trend in seat belt use. Follow-up is to continue for a one-year period, with continuing, though reduced, public education. Follow-up data collected two months after the campaign indicates that seat beld use had declined slightly. (Sample educational and promotional materials are appended.) (YLB)

ED 250 443 CE 039 719

Planning and Implementing Occupational Skills Education. Final Report.
Greater Madison Task Force for Planning Occupational Skills Education, WI.
SPONS. AGENCY- Madison Public Schools, Wis.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 22 Aug 84
NOTE- 246p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Curriculum; *Curriculum Development;

PUB DATE- Jul 83
NOTE- 223p.; For related documents, see CE 039 873-878. Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Behavioral Objectives; Classroom Techniques; Computation; *Decimal Fractions; Estimation (Mathematics); *Fractions; Guidelines; Instructional Materials; Learning Activities; *Mathematics Skills; Postsecondary Education; *Pretechnology Programs; State Curriculum Guides; Teaching Methods; *Technical Education; Technical Mathematics; Vocational Education; *Whole Numbers
IDENTIFIERS- Arkansas

This instructor's guide consists of materials for use in helping students enrolled in postsecondary vocational or technical education programs to master pretechnical mathematics skills. Addressed in the 17 units of the guide are arranged under the following headings: Whole Numbers (whole number notation; addition, subtraction, multiplication, and division of whole numbers; mixed computation of whole numbers; and estimation of whole numbers); Fractions (fraction notation, addition and subtraction of fractions, and mixed addition and subtraction of fractions); and Decimals (decimal notation; addition, subtraction, multiplication, and division of decimals; and mixed computation of decimals). Each unit contains some or all of the following components: a unit objective, specific performance objectives, suggested activities for the instroctor, a list of references, information sheets, transparency masters, assignment sheets, a test evaluation, and test answers. (MN)

ED 250 457 CE 039 878

Eads, Freeman D.; And Others
Tech Mathematics. Instructor Edition. Post-Secondary Vocational-Technical Level.
Arkansas Univ., Fayetteville.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE- Jul 83
NOTE- 501p.; For related documents, see CE 039 873-877. Printed on colored paper.

of acceptable performance. The final two sections of the guide are a list of job titles available in the local area keyed to relevant competencies and a glossary of terms used in agricultural education. (KC)

ED 250 469 CE 039 898

Rosenbalm, Charles; And Others
Welding Technology. A Competency Based Articulated Curriculum.
Indian Hills Community Coll., Ottumwa, Iowa.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 82
NOTE- 44p.; For related documents, see CE 039 894-899. Developed in cooperation with Merged Area XV High Schools.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Competence; *Competency Based Education; *Course Content; Curriculum Development; Curriculum Guides; Educational Mobility; Educational Planning; Educational Policy; Institutional Cooperation; Job Analysis; *Job Skills; Metal Working; Occupational Information; Program Content; Secondary Education; Student Evaluation; Task Analysis; *Technical Occupations; Transfer Policy; Two Year Colleges; Vocational Education; *Welding

This document is a competency-based curriculum guide designed to promote articulation in welding technology programs between and among secondary and postsecondary institutions in the Indian Hills Community College and Merged Area XV high schools in Iowa. The guide is organized in eight sections. The first six sections provide background information about the articulation project, the audiences served and competencies developed, testing procedures, and provisions for transfer of credits. Section VII, which makes up the greater part of the document, details the 21 competencies needed by entry-level welders and the enabling tasks needed to become proficient in the competencies. Each competency consists of three parts that, when used in combination, provide a detailed outline of major tasks that a student must accomplish to reach one or more previously stated student outcomes. The three parts are the task that the student must accomplish, the conditions under which the student must demonstrate the skills, and standards of acceptable performance. The final section of the guide lists job

ED 250 483 CE 039 956

Wentling, Tim L.; Barnard, Wynette S.
A Study of State-Wide Perceptions of Vocational Educational Outcomes. Identification and Assessment of Vocational Education Outcomes.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 84
NOTE- 39p.; For related documents, see CE 039 957-958.
CONTRACT- R-31-14-D-0124-487
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Basic Skills; Content Analysis; Counselor Attitudes; Curriculum; *Educational Objectives; Employment Potential; *Evaluation Criteria; Interpersonal Competence; Job Search Methods; Job Skills; *Outcomes of Education; Postsecondary Education; *Program Content; Questionnaires; Secondary Education; State Surveys; Student Attitudes; Teacher Attitudes; Vocational Adjustment; *Vocational Education
IDENTIFIERS- *Illinois

A study examined the views of various members of the school and business communities toward what the focus of vocational education programs in Illinois actually is and what it should be. A questionnaire dealing with six factors currently stressed in vocational educational programs and five factors that should possibly be stressed was mailed to the following groups, which the study population comprised: 31 members of the State Advisory Council for Vocational Education in Illinois; 21 directors of regional career guidance; 60 state-level staff in adult, vocational, and technical education; 45 teacher educators; 451 representatives (administrators, teachers, and students) from comprehensive high schools; 242 representatives from area vocational schools; 466 representatives from junior colleges; and 115 business and industry representatives. In all, 1,019 individuals (71.2 percent) completed the questionnaire. The respondents felt that affective job, technical, and occupational survival skills currently receive the most emphasis in vocational education, followed by job search, basic, and entrepreneurial skills. With respect to those factors that should be emphasized, affective job and occupational survival skills were mentioned most frequently, followed by job search, basic, and technical skills. (This report contains 16 tables analyzing the various existing and desired skill areas according to the various population subgroups and a copy of the survey instrument.) (MN)

ED 250 497 CE 040 005

Miller, Melvin D.
Principles and a Philosophy for Vocational Education. Special Publication Series No. 48.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater.; Oklahoma State Univ., Stillwater.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 247p.
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SN48--$17.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Vocational Education; Career Education; Curriculum; *Educational Philosophy; Educational Policy; *Educational Principles; Postsecondary Education; Secondary Education; *Vocational Education

This book is directed toward inferring a philosophy for vocational education. The issues and concerns that surrounded the early development and expansion of vocational education are first discussed. The preferred practices--the principles--are then developed in three categories. "Principles and People" includes the topics of guidance, lifelong learning, needs, open to all, placement, sex bias/stereotyping, special needs, student organizations, teachers, and work ethic. "Principles and Programs" presents these principles: career education, comprehensive education, curriculum, families of occupations, innovation, job entry, safety, and supervised occupational experience. "Principles and Processes" includes the topics of advice seeking, articulation and coordination, evaluation, followup, legislation, planning, and research. Basic philosophic concepts in education are reviewed and summarized--the essentialist, the pragmatist, and the existentialist viewpoints. Each philosophy provides a generalized response to four fundamental questions regarding the nature of the learner, teacher's role, curriculum, and role of schooling. The same questions are used to derive a philosophic position for vocational education. The principles of vocational education are

ED 250 510 CE 040 023

Slater, Shirley; Cibrowski, Lee

A Preservice Model for Integrating Computer Literacy into the Curriculum for Vocational Home Economics Education.

PUB DATE- Dec 84
NOTE- 21p.; Paper presented at the National Association of Teacher Educators in Vocational Home Economics Meeting, American Vocational Association Convention, (New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Objectives; Competence; *Computer Literacy; Computer Oriented Programs; Courseware; *Fused Curriculum; Higher Education; Instructional Materials; Learning Activities; *Models; *Occupational Home Economics; *Preservice Teacher Education; Questionnaires; Records (Forms)

A model was proposed whereby students enrolled in a four-year program in vocational home economics would be given instruction in computer literacy using an integrated rather than a course or unit approach. The model called for identification of the competencies and skills necessary for computer literacy, determination of how students can obtain the competencies, identification of existing courses into which instruction in the competencies can be integrated, development of units of instruction for the courses, selection of software, and field testing and revision of the materials. The model addressed the following student competencies: demonstrate a basic understanding of how computers work; experience the use of computers in a variety of subject matter applications; analyze the sociological and psychological impacts of computers on various segments of the school and community sectors; and apply computer technology in generating new ideas, creating new products, and solving problems. (This paper comprises a brief narrative description of the model, a flow chart outlining the model, a list of computer literacy skills organized according to courses into which they can be integrated, a practicum, a software evaluation form, a microcomputer experience, an opinion form dealing with computers in education, assignment sheets, and a list of uses of computers in home economics education programs.) (MN)

throughout students' high school studies, into college studies, and/or two years into the work force. (YLB)

ED 250 525 CE 040 056

Microcomputers in Home Economics.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Oct 84
NOTE- 162p.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, Box 4067, Lubbock, TX 79409-4067.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Citations (References); Computer Assisted Instruction; *Computer Managed Instruction; *Computer Oriented Programs; Computers; *Computer Software; Definitions; Exceptional Persons; *Home Economics; *Microcomputers; *Occupational Home Economics; Postsecondary Education; Program Development; Secondary Education

This document is an information guide for teachers that introduces computers into vocational home economics education classes. The first part points out implications of microcomputers for home economics classes, while the second part provides information on selecting, using, and maintaining computer hardware. The final section describes procedures for selecting, using, and storing microcomputer software. Topics covered in this section include computer-assisted and computer-managed instruction and using computers with special needs students. A glossary and references are included in the guide. Appendixes to the guide consist of software evaluation forms. (KC)

ED 250 526 CE 040 057

Walker, Thomas J.; Allen, Edward K.

ED 250 538 CE 040 080

Abdo, Carol A.

Options & Opportunities: A Project to Develop and Evaluate Strategies of a Social, Informational and Remedial Nature Which Would Assist Individuals in Achieving Nontraditional Career Goals. Final Report from July 1, 1983 to August 31, 1984.

Broward County School Board, Fort Lauderdale, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 31 Aug 84

NOTE- 59p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Career Awareness; Career Choice; *Career Education; *Career Planning; Demonstration Programs; Elementary Secondary Education; *Females; *Males; *Nontraditional Occupations; Postsecondary Education; Publicity; Sex Discrimination; *Sex Fairness

IDENTIFIERS- Atlantic Vocational Technical Center FL; Broward County School Board FL

The Nontraditional Career Opportunities Project was originally developed to recruit, retain, and place students into vocational programs considered nontraditional for their gender. Primary concerns were delivery of printed materials giving information on nontraditional careers and project services; community relations activities and products, including a portable display unit, news articles, the Partners in Excellence program, and a South Bell equity seminar for Broward and Dade Counties; targeted enrollment increases; and institutional commitment to equity concerns. The aims of the project expanded beyond the original concerns. Other areas included methods for working with business and industry, monitoring of computerized enrollment databases, and inservice training. Findings were that activities or programs for students to encourage recruitment or to provide support for those already enrolled were very well received and that stereotyping conditions of the past still discourage entry into programs. The project sought to extend its influence to bring increased awareness of discrimination. Positive trends were identified in virtually every program area. (Appendixes contain statistics and graphs, course outlines, course materials, project public information, and less concerned with concreteness, a trait identified with higher mathematical aptitude. (MN)

ED 250 551 CE 040 098

Ducote, Janice M.

Career Indecision among Adolescent/College Students: A Literature Review and Suggested Interventions.

PUB DATE- Nov 84

NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adolescents; *Career Choice; *Career Counseling; Career Development; Career Education; College Students; *Counseling Objectives; *Decision Making; Delivery Systems; Educational Needs; Educational Objectives; *Educational Strategies; High School Students; Influences; Intervention; Literature Reviews; Postsecondary Education; Secondary Education; Student Characteristics

A literature review was conducted to identify factors leading to career indecision among adolescents and college students and to examine existing programs designed to assist such students in selecting careers. According to the literature, many practitioners view career indecision as a normal task of development whereas others see indecision as related to serious psychological problems such as anxiety, self-perceptual difficulties, and externalized attributions. Several of those theories that postulate career indecision as a normal part of the development were reviewed. One of these theories, which views the decision-making process as extending over the individual's lifetime and as being composed of a period of anticipation and a period of implementation and adjustment, was used as the basis for the development of the following three goals for those individuals assisting students in the career decision-making process: (1) help students gain self-knowledge, (2) assist students in acquiring information about careers and alternatives open to them, and (3) aid students in their career preparation. Specific strategies for use in attaining these goals, as well as a list of works dealing with career indecision and career choice, are included. (MN) and inservice preparation of present and future vocational and career counselors, a network design was proposed to involve counselors from various work and educational settings in training for present and future counselors. The project participants identified a number of counseling internship and practicum sites that could be used in the preparation of vocational and career counselors and formulated several recommendations for use in providing such training. (Appendixes to this report include a workshop rating scale and lists of competencies required by vocational and career counselors.) (MN)

ED 250 565 CE 040 147

Kates, Donna
Marriage and Family Life. Vocational Home Economics.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 84
NOTE- 428p.; Document is printed on colored paper.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Teacher edition--$20.75; Student edition--$15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Aging (Individuals); Aging Education; Behavioral Objectives; Classroom Techniques; *Communication Skills; Course Content; Death; Decision Making Skills; Divorce; Family (Sociological Unit); *Family Life; Family Problems; Grief; High Schools; Home Economics; *Interpersonal Relationship; Learning Activities; *Marriage; Mate Selection; One Parent Family; Parent Child Relationship; *Parenthood Education; Parent Responsibility; Parent Role; Postsecondary Education; Teaching Methods; Transparencies; Units of Study

These course materials, designed to be used with students in the 11th and 12th grades and for adult students, are intended to provide basic knowledge of family life and adult living. The one-semester home economics course focuses on basic marriage and family skills, life choices, parenthood, and family changes. The guide contains 4 sections and 10 units of instruction. Each unit includes some or all of eight basic components: performance

Problems of Working Women. Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Eighth Congress, Second Session.
Joint Economic Committee, Washington, D.C.
REPORT NO.- S.-Hrg.-98-1032
PUB DATE- 3 Apr 84
NOTE- 173p.; Document contains small, light type.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adults; Adult Vocational Education; *Day Care; *Employed Parents; *Employed Women; Employment Opportunities; *Employment Programs; Equal Opportunities (Jobs); Federal Programs; Hearings; *Job Training; Mothers; *Nontraditional Occupations; Program Descriptions; Program Effectiveness; Welfare Recipients; Welfare Services

Testimony from a congressional hearing on the dual role women play as wage earners and as mothers is presented. Other focuses of the hearing include what is being done and what needs to be done by the public and private sectors to facilitate the entry of women into a broad range of occupations, including higher paid nontraditional areas. Counseling, education, training, and welfare employment programs are also reported. Testimony includes statements and prepared statements from U.S. Senators and from individuals representing the Women's Bureau, U.S. Department of Labor; Wellesley College, Wellesley, Massachusetts; Children's Defense Fund, Washington, D.C.; Division of Welfare Employment, Maine Department of Human Services; and Wider Opportunities for Women, Inc. (YLB)

ED 250 579 CE 040 183

The Women's Bureau: Is It Meeting the Needs of Women Workers? Hearing before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Eighth Congress, Second Session.
Congress of the U. S., Washington, D. C. House Committee on Government Operations.
PUB DATE- 26 Jul 84
NOTE- 308p.; Document contains small, light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

about different groups of older persons including minorities, substance abusers, physically impaired persons, the dying, and the bereaved. Unit X provides hints for persons working with older adults in different settings such as community services, hospices, long term care, and in-home care. The final unit covers the importance of continued growth, and describes support groups of fellow workers as a valuable resource. The manual also includes a glossary of terms, a directory of field test workshop participants of the National Project on Counseling Older People, and an index. (JAC)

ED 250 593 CG 017 792

Myers, Jane E., Ed.
A Trainer's Manual for Basic Helping Skills. Counseling Older Persons. Volume III.
American Personnel and Guidance Association, Washington, D.C.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 81
NOTE- 288p.; For other volumes in this series, see CG 017 790-791.
GRANT- AoA-90-AT-2100/02
AVAILABLE FROM- American Association for Counseling and Development, Publication Sales, 5999 Stevenson Ave., Alexandria, VA 22304 ($15.75 member; $18.75 non-member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Aging Education; *Communication Skills; Counseling; Counseling Techniques; Counselor Training; *Helping Relationship; *Human Services; *Older Adults; Self Evaluation (Individuals); *Staff Development; Training Methods

This manual, the third in a three-volume series on counseling older adults, is designed to accompany and supplement volume II, "Basic Helping Skills for Service Providers," and focuses on training for communication skills. The units and their sections correspond to those in volume II, for easy cross-referencing. The units contain information for trainers, supplemental exercises and activities, material for advanced trainees, evaluation suggestions, and resources. Unit I introduces helping skills training and discusses communication skills training for adults. Unit II presents basic information about aging and includes an Attitudes Toward Aging exercise. Unit III provides activities and instructions for values

ED 250 608 CG 017 807

Mulvey, Edward P.
Effects of Service Availability on Clinical Judgments of Delinquents.
PUB DATE- Aug 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Decision Making; *Delinquency; *Evaluation Criteria; Evaluative Thinking; *Psychological Evaluation; Punishment; Resources; Secondary Education; Sentencing; Social Agencies; Social Workers; Youth Programs
IDENTIFIERS- *Juvenile Justice System

Many researchers have begun to investigate juvenile justice as a series of interdependent treatment and punishment decisions made by different professionals. To test the effects of resource availability and agency type on judgments of amenability to treatment, court personnel (N=49), social service workers (N=66), and community mental health workers (N=53) from six locations in the same state responded to prose vignettes and videotaped interviews with adolescents portraying juvenile offenders. The vignettes represented a range of background characteristics found to be related to high, medium, or low amenability to treatment. Multivariate analysis showed a relationship between the three variables, but the hypothesized linear relationship did not emerge consistently. There was a consistent trend across agency types to view punishment as beneficial when few resources were available; however, court personnel across all resource availability conditions saw punishment as beneficial. All personnel in all resource conditions saw non-residential therapy as the most effective service for problem adolescents. Social service and mental health personnel in medium resource availability conditions saw youths as more treatable than did comparable personnel in high or low resource availability conditions. Court and social service personnel in medium resource availability conditions tended to see a variety of services as less effective than comparable personnel in low or high resource availability conditions. Individual background characteristics of agency personnel were generally unrelated to amenability judgments or preferred treatment choices. The findings suggest that amenability judgments may be sensitive to local conditions, and medium resource availability may make personnel more optimistic about treatment potential but more

Personal and Career Development.
SPONS. AGENCY- Tennessee Univ., Chattanooga.
PUB DATE- Mar 84
NOTE- 26p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
GRANT- R04-1068-21
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Blacks; *Career Development; Doctoral Degrees; Family Characteristics; *Family Influence; Individual Characteristics; *Personality Traits; Professional Development; *Professional Personnel; Sex Differences

To explicate the conditions under which black men and women have achieved success, using blacks as a legitimate population rather than as deviants from a majority group, factors related to academic and professional achievement by black men and women were explored. Sixty-four black professionals with doctoral degrees, including college professors, dentists, lawyers, psychologists, physicians, secondary school teachers, and scientists, were asked about personal, family background, career development, and personality factors. Results indicated that parental education was an important factor in the black professionals' family background. Black women came from middle class, well-educated families more often than did black men. They were also more likely to be unmarried, to be childless, and to express no religious affiliation. Family members were most often the influential persons who assisted in the black professionals' career decisions. Most of these professionals were satisfied with their career selection and their progress in their field; those who were dissatisfied believed themselves responsible for any lack of progress. These professionals were found to be highly motivated and self-oriented. (Author/JAC)

ED 250 624 CG 017 825

Wood, Wendy; Karten, Stephen J.
Sex Differences in Interaction Style as a Product of Perceived Sex Differences in Competence.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 84
NOTE- 26p.; A version of this report was presented at the Annual

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Aggression; *Battered Women; Drinking; *Individual Differences; Interpersonal Relationship; *Locus of Control; Marital Instability; *Personality Traits; Victims of Crime

Spouse abuse research has indicated that marital violence occurs in all age groups, among all races, and in all levels of education and social class. To provide further information by comparing battered and exbattered women, 18 battered and 14 exbattered women completed a questionnaire about themselves and their assailants. Information was collected on sociodemographics, relationships, intergenerational violence patterns, and substance abuse history. In addition, the Levenson Internal, Powerful Others, and Chance locus of control scales were administered to the women. An analysis of the results showed that four variables differentiated battered women from exbattered women: (1) battered women, more than exbattered women, had more education than their abusers; (2) battered women had fewer children than exbattered women; (3) battered women had been punished physically less frequently as children than exbattered women; and (4) battered women more often reported a relationship between their alcohol use and physical abuse than did exbattered women. Battered women perceived events as determined by powerful others or chance. Exbattered women were able to regain some sense of control and attribute events to internal factors. These differences may account for the resistance of battered women to leave their abusers, and the ability of exbattered women to terminate their potentially destructive relationships. (BL)

ED 250 639 CG 017 841

Rice, Susan
Support Groups for a Specialized Population--Single, Elderly, Childless Women.
PUB DATE- 20 Mar 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Western Gerontological Society (30th, Anaheim, CA, March 17-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Services; *Females; Gerontology; *Group

Engelmann-Becker Corp., Eugene, OR.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Science Research Associates, Inc., Chicago, Ill.
PUB DATE- Apr 84
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). For a related document, see CS 007 722.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Basal Reading; Classroom Research; Comparative Analysis; Content Analysis; Intermediate Grades; Reading Achievement; *Reading Comprehension; *Reading Instruction; *Reading Materials; Reading Research; Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; Teaching Methods; Textbooks

A three-part study was conducted to present an indepth look at reading comprehension instruction in the middle grades. In the first part of the study, four basal series for grades 4, 5, and 6, were analyzed for clarity of communication, adequacy of skill practice provided, and a number of other comprehension related dimensions. In the second part, 17 teachers were videotaped as they taught two comprehension topic areas and were interviewed to get their perceptions of the texts they used and of their students' mastery of the material taught. These results were compared with those obtained from a larger sample of teachers who completed questionnaires. The third part of the study examined student achievement for the observed teachers on criterion-referenced tests designed to assess what was taught. Overall results indicated that (1) the text presentations were inadequate in terms of their instructional design features, (2) the teachers did not improve upon the texts, (3) teacher perceptions of how well they taught and how much their students learned were inaccurate, and (4) only 55% of the students learned 50% of the comprehension skills presented. (FL)

ED 250 654 CS 007 803

Langer, Judith A.; Purcell-Gates, Victoria
Knowledge and Comprehension: Helping Students Use What They Know.
PUB DATE- 84

Skills; Reading Tests; *Vocabulary Development; *Word Study Skills
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Systematic Approach to Reading Improvement

The skills and concepts described in this kindergarten through grade eight reading program guide emphasize the following: (1) teachers' expectations for and attitudes toward students affect student performance, (2) students' self-concepts and expectations are related to their achievement, (3) children learn in different ways and at different rates, (4) the concept of readiness operates at all stages of learning, (5) providing instruction at a level for which the learner is ready will enhance learning, (6) individualized programs are the best means to achieve improvement, and (7) immediate reinforcement of appropriate responses enhances learning. The guide identifies 13 achievement levels and 4 main skill areas--vocabulary, word analysis, comprehension, and oral reading--and stresses the language skills of listening, speaking, and writing. In addition, the guide provides approximately 10 performance objectives for each reading level as well as a pretest and posttest for each reading skill. The contents of the guide are divided into the following sections: educational plan, informal phonics test, strategies in early childhood, Systematic Approach to Reading Improvement (SARI), and objectives for SARI performance, listening and language, vocabulary, comprehension, word analysis, and study skills. (HOD)

ED 250 669 CS 007 835

Title I Reading. Materials and Teaching Strategies for Performance Objectives.

Des Moines Public Schools, Iowa.

PUB DATE- 77
NOTE- 277p.; Prepared by a committee of Des Moines Chapter 1 Elementary Reading Teachers. For a related document, see CS 007 834. Some pages printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; Elementary Secondary Education; Listening Skills; Reading Comprehension; *Reading Instruction; *Reading Programs; *Resource Materials; *Teaching Methods; Vocabulary Development; Word Study Skills

Functioning and Children's Early Writing: The Relations between Kindergartners' Play and Isolated Word-Writing Fluency" (Anthony D. Pellegrini); "Assigned Rhetorical Context and Semantic Abbreviation in Writing" (James L. Collins and Michael M. Williamson); "Social Cognitive Ability as a Predictor of the Quality of Fourh-Graders' Written Narratives" (Donald L. Rubin, Gene L. Piche, Michael L. Michlin, and Fern L. Johnson); "Process into Product: Teacher Awareness of the Writing Process Affects Students' Written Products" (Joyce Armstrong Carroll); "The Registers of Student and Professional Expository Writing: Influences on Teachers' Responses" (Sarah Warshauer Freedman); "Measuring Teachers' Attitudes toward Writing Instruction" (Anne Ruggles Gere, Brian F. Schuessler, and Robert D. Abbott; "The Effect of Teacher Comments on the Writing of Four College Freshmen" (Nina D. Ziv); and "The Writing Process and the Writing Machine: Current Research on Word Processors Relevant to the Teaching of Composition" (Lillian S. Bridwell, Paula Reed Nancarrow, and Donald Ross). (FL)

ED 250 683 CS 208 630

Pinnell, Gay Su, Ed.; King, Martha L., Ed.
Access to Meaning/Spoken and Written Language.
Ohio State Univ., Columbus. Coll. of Education.
PUB DATE- 84
NOTE- 99p.
AVAILABLE FROM- College of Education, Ohio State University, 066 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, OH 43210 ($5.00; 50 or more copies, $4.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Collected Works - Serials (022)
DESCRIPTORS- *Classroom Communication; Cognitive Processes; Computer Assisted Instruction; Educational Policy; Elementary Education; English (Second Language); *Interaction; *Language Acquisition; *Language Processing; *Oral Language; Peer Influence; Reading Comprehension; Semantics; Small Group Instruction; Verbal Communication; Writing (Composition); *Written Language
IDENTIFIERS- *Reading Writing Relationship

Designed to explore the ways language functions to help children gain access to meaning as they progress through the educational system, this journal issue views communication as a social,

DESCRIPTORS- Content Analysis; Cultural Influences; Elementary Secondary Education; English Instruction; Language Arts; *Learning Theories; Literary Devices; *Narration; *Story Telling
IDENTIFIERS- ERIC Digests; *Narratology; *Story Structure

Intended for administrators and policymakers as well as teachers, this digest discusses the nature of narratology and how it relates to language arts instruction. The digest first defines narratology as the structuralist study of narrative aimed at understanding how recurrent elements, themes, and patterns yield a set of universals that determine the make-up of a story. The digest then discusses the function of stories in human affairs, what structural analysis reveals about the nature of narratives, and how a child's concept of story develops. It also explores how culture affects the interpretation and telling of stories. Finally, the digest explains how the study of narrative relates to teaching and learning in the language arts. (HTH)

ED 250 699 CS 208 655

Thaiss, Christopher
Language across the Curriculum. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 12p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Curriculum Development; *Educational Environment; Educational Research; Elementary Secondary Education; Inservice Teacher Education; *Integrated Curriculum; *Language Arts; Listening; Reading Instruction; Speech Instruction; *Teaching Methods; Writing Instruction
IDENTIFIERS- ERIC Digests; *Language across the Curriculum; Theory Practice Relationship

Intended for administrators and policy makers as well as teachers, this digest examines the notion of language across the curriculum, or teaching writing, reading, speaking, and listening as interdependent skills rather than as separate subjects. After organization in persuasive writing. (HTH)

ED 250 713 CS 208 682

Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84
NOTE- 16p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Cognitive Processes; *Doctoral Dissertations; Elementary Secondary Education; Higher Education; Learning Disabilities; Literary Genres; Peer Evaluation; Revision (Written Composition); Syntax; Technical Writing; *Writing Instruction; Writing Processes; Writing Readiness; *Writing Research; *Writing Skills; *Written Language
IDENTIFIERS- *Audience Awareness; Invention (Rhetorical)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) syntax in the writing of learning disabled and normal children; (2) tropes, invention, and the composing process; (3) speaking and writing relationships in kindergarten children; (4) dialogue journals; (5) the relationships between two distinct personality types and their composing processes; (6) writing for an audience; (7) business writing strategies; (8) imagery; (9) contextual factors and children's writing; (10) the editing process in writing; (11) a history of the composing process; (12) the role of interest in students' writing fluency and the quality of the product; (13) the function and development of a high school editing group; (14) the effect of cognitive style on the success of two textbook notetaking techniques; (15) the written vocabulary of the adult basic writer; (16) gifted students' written language and that of average students; and (17) fourth grade students' personal narrative writing. (FL)

PUB DATE- Apr 80
NOTE- 12p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Birmingham, AL, April 8-11, 1980).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Liberties; *Court Judges; *Court Litigation; Court Role; *Freedom of Speech; Justice; *Political Issues
IDENTIFIERS- Black Panther Party; *Contempt of Court

The political trials of the past two decades have shown the misuse and abuse of judicial summary contempt power in limiting individual liberty. The primary justification offered for use of the contempt power has been the need to deter obstruction of the administration of justice. The trials of the Chicago 7 and the Black Panthers were intricately linked with American political currents, and this type of trial has spotlighted the conflict between freedom of speech and the need for order in the courtroom. Responses such as the binding and gagging of defendants that occurred in these trials not only punish any obstruction of the judicial process, but also serve as a prior restraint on the defendant's freedom to communicate. Such action is both harmful and unnecessary. Actions that impede or preclude oral communication in a conflict situation such as a trial only beg for more violent responses. It has been contended that wise use of the power can reduce its deleterious effects, but such wisdom is nearly impossible to achieve. Judges will embody the values of the politicians who appointed them and can hardly function effectively while they are objects of vilification. That a judge could dispassionately use the contempt power following bitter confrontation is unlikely. Finally, the use of the summary contempt power places the judge in a dual and untenable position of both bringing and trying charges against a defendant, antithetical to American judicial law. Disruptive conduct can and should be disciplined without restraining a defendant's future right to speak. (HTH)

ED 250 729 CS 504 737

Neal, John A.; Neal, Kay
The Development of Protection of Political Expression in Wisconsin Supreme Court Cases: 1848-1925.
PUB DATE- 83

thing that can enhance a message; and (7) the Natural Order of Evaluating--messages based upon a foundation of that which is factual and observable are more beneficial to a society. The bulk of this paper contains applications of the foregoing criteria to front-page stories of select Caribbean and Latin American newspapers. (HOD)

ED 250 743 CS 504 754

Swanson, Charles H.
Oral Communication Education in West Virginia, 1984: Context, Status, and Recommendations.
PUB DATE- 13 Oct 84
NOTE- 28p.; Paper presented at the Annual Conference of the West Virginia Communication Association (North Bend State Park, WV, October 13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Needs; Graduation Requirements; Higher Education; *Listening Skills; School Surveys; *Speech Communication; *Speech Skills; *State Surveys; *Statewide Planning; Teacher Education
IDENTIFIERS- West Virginia

In an effort to determine how many West Virginia students were receiving specific instruction in the skills of speaking and listening, a survey of college introductory speech communication classes was devised. The survey, designed to determine whether separate courses or integrated skill instruction within English/language arts classes were being provided, was administered to undergraduates in seven West Virginia higher education institutions who, for the most part, had completed their high school work since speaking and listening skills were included in the West Virginia High School Graduation Requirements. The data suggested that some English language arts teachers were sensitive to the graduate requirements and the subsequent English language arts curriculum actions by the West Virginia Department of Education. These results prompted the following recommendations: (1) all graduates of West Virginia high schools should receive specific instruction in speaking and listening skills; (2) all students need a development program in oral communication education; (3) all students need a qualified oral communication

NOTE- 13p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication Research; Communication Skills; Doctoral Dissertations; *Group Behavior; *Interaction; *Interpersonal Communication; Interpersonal Competence; *Interpersonal Relationship; Language Attitudes; Language Usage; Leadership Styles; Mothers; *Nonverbal Communication; Parent Child Relationship; Role Perception

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: (1) the relationship between changing sex-role attitudes and behaviors and changing decision making patterns among married couples; (2) a comparison of the effect of two sex education models for families upon sex knowledge, general communication, and sexual communication; (3) the rhythmic structure in mother-newborn interactions; (4) a sociolinguistic perspective of family communication; (5) interaction characteristics of emergent leadership; (6) adolescents' personal relationships and communication network involvement; (7) what expectant mothers tell their unborn children; (8) a formal model of information exchange in initial interaction; (9) the relationship between person characteristics and attitudes toward black speakers and white speakers of informal nonstandard English; (10) an analysis of jury size and deliberation processes; (11) the influence of age and sex on perceptions of communication competency; (12) paralinguistic, kinesic, and verbal indicators of uncertainty in atypical interactions; (13) the effects of physical attractiveness on perspective taking perception of situation and communication style; and (14) a model of family functioning using adaptability, cohesion, and communication. (HOD)

ED 250 758 CS 504 770

Theatre and Oral Interpretation: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84
NOTE- 12p.; Pages may be marginally legible.
LANGUAGE- English

has become a labor union, rather than a professional organization. To bring the organization back to its origins, teachers should consider state exams for licensing, peer reviews, and taking a keen interest in the education of future teachers. (DCS)

ED 250 772 EA 017 242

Chavez, Linda
Citizenship Education: Recovering a Lost Dimension.
PUB DATE- 84
NOTE- 11p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p130-140. For the complete document, see EA 017 236.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; *Educational Change; *Educational Improvement; Loyalty Oaths; Parent Role; Patriotism; Political Socialization; *Public Education; Teacher Role; Textbook Bias

Recent polls have shown that the more education a person has, the less likely he or she is to be proud to be an American. What school children learn today about their country and political system may leave them confused and lacking conviction. Much of this change to neutrality in citizenship education regarding political systems spills over from the values education movement. The change is accurately chronicled in textbooks, which often fail to communicate the basic values of the Western tradition. When the fundamental principles that undergird the political system are not focused on, government is trivialized and citizenship is deprived of the moral and social meaning that engender loyalty. Loyalty is at the very core of human values, allowing social bonds to exist. Adolescents are naturally more concerned about freedom than about loyalty; yet if they can be taught to feel that they are part of a community, loyalty can grow. Textbooks will change to reemphasize good citizenship only if parents and teachers place greater emphasis on patriotism. Reviving patriotic songs and poems, the pledge of allegiance to flag, and the celebration of national holidays and heroes, and by teaching the obligations that freedom entails--including simple private observance of the law--may be the best way to introduce children to patriotism. (DCS)

ED 250 786 EA 017 292

Instructional Leadership System. 1982-83.
Tyler Independent School District, Tex.
PUB DATE- 82
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Organization; Administrative Policy; *Administrator Guides; Administrator Responsibility; Administrator Role; *Educational Planning; Elementary Secondary Education; Evaluation; *Instructional Improvement; Leadership Responsibility; Management Development; Organizational Objectives; Principals; *School Organization; Test Use
IDENTIFIERS- *Tyler Independent School District TX

This manual is a guide for principals to use in planning and directing a system of leadership and instructional improvement. Its components are designed specifically to provide an established process for improving instruction at the building level. It achieves this objective by: (1) placing the principal in the role of instructional leader; (2) providing systematic planning and consistent interaction within schools and between schools and the district office; (3) providing the design for effective use of test results for goal setting, planning, resource management, and evaluation; (4) setting cohesive goals for school improvement plans; and (5) creating a continuous management program to improve administrators' efficiency. Contents include an implementation timeline and chapters on orientation, data analysis, goal setting, plan of action, implementation, evaluation, and administrative organization. A 7-item bibliography is included. (TE)

ED 250 787 EA 017 294

Perkins, Jannine; Buchanan, Aaron
How Parents Find Out about Student Progress.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
REPORT NO.- SWRL-TN-2-83/01

ED 250 800 EA 017 308

How to Get Elected to the School Board. Action Kit No. 5.
American Education Coalition, Washington, DC.
PUB DATE- May 84
NOTE- 46p.
AVAILABLE FROM- Publication Sales, American Education Coalition, 721 Second Street, N.E., Washington, DC 20002 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Activism; *Boards of Education; Conservatism; *Elections; Elementary Secondary Education; Local Issues; Parent School Relationship; Participation; Political Issues; *Politics of Education; School Community Relationship; Voter Registration; Voting

This document presents a step-by-step strategy, in a question-and-answer format, for mounting a successful political campaign for school board. Part one, the introduction, provides advice on how to acquire the necessary background knowledge of a school district and suggests possible campaign themes such as "parents' rights" or "back to basics." Part two provides sections, in roughly chronological order, on how to plan and conduct the campaign: (1) the strategy, (2) the budget, (3) campaign management, (4) volunteer recruitment, (5) vote goals/precinct work, (6) voter identification, (7) how to work with the media effectively, (8) election day turnout. The second half of the document consists of attachments. The first is a 6-page "create your strategy worksheet" consisting of blanks on which to fill in objectives, strategy, specific tactics with required resources, and a timeline. Other attachments include a campaign organization plan, information packets for coffee hostesses and door-to-door surveys, an example activity checklist, a volunteer card sample, a sample press release (from Senator James McClure's re-election campaign), sample voter goals, and a bibliography. (TE)

ED 250 801 EA 017 309

Rutherford, William L.; And Others
Change Facilitators: In Search of Understanding Their Role. Research

ED 250 813 EA 017 321

Hord, Shirley M.; Hall, Gene E.
Three Images: What Principals Do in Curriculum Implementation.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-R-3181
PUB DATE- 83
NOTE- 37p.; For related documents, see EA 017 309-311 and EA 017 320-324.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Administrator Role; Change Strategies; *Educational Innovation; Elementary Secondary Education; Leadership Qualities; *Leadership Styles; *Principals; *Program Implementation; School Supervision; Teacher Administrator Relationship
IDENTIFIERS- Principal Teacher Interaction Study

Past research has correlated differential curriculum implementation outcomes at the classroom level with the actions of the key change facilitator at the school level: the principal. Accordingly, this paper reports the results of a study of three change facilitator styles among principals: responders, managers, and initiators. Working definitions of these three styles are reviewed; the methodology and sample selection of principals for the study are briefly described; and two schemata for collecting and analyzing principals' actions are presented: a taxonomy of interventions (policy, game plan, game plan component, strategy, tactic, and incident) and an anatomy of interventions (sublevels, sources, targets, functions, medium flow, and location). An unexpected finding about the importance of a "second change facilitator" is reported, followed by a presentation of three "images" of principals in implementation: one responder, one manager, and one initiator. Finally, the significance of the three styles in terms of implementation success at the teacher and classroom level is discussed. References are included. (TE)

ED 250 814 EA 017 322

ED 250 827 EA 017 343

School Enrollment--Social and Economic Characteristics of Students: October 1983 (Advance Report).

Bureau of the Census (DOC), Suitland, Md.

PUB DATE- Oct 84

NOTE- 16p.; Some tables will be marginally legible due to small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 003-001-90793-3; $1.25).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)

DESCRIPTORS- Age; *Census Figures; Declining Enrollment; Early Childhood Education; Elementary Secondary Education; *Enrollment; Enrollment Trends; Ethnic Groups; Homework; National Surveys; Postsecondary Education; Private Schools; Public Schools; Race; School Statistics; Sex; Socioeconomic Status; *Student Characteristics; Tables (Data); Transfer Students

Data on nationwide school enrollment among various socioeconomic and demographic groups in 1983 and earlier years were obtained from the Current Population Survey conducted by the Bureau of the Census and are presented in six tables. Total school attendance has decreased every year since 1975. Most of the decrease in the aggregate number of students is due to smaller cohorts of persons of elementary through high school ages (5 to 17 years). However, college enrollment estimated at 10.8 million persons ages 14 to 34 in October 1983 is substantially larger than the 8.2 million students enrolled in 1973. Three tables give data on 1965-83 enrollment among persons aged 3 to 34, broken down by educational level, race, Spanish origin, age, sex, and public or private control of the school. The remaining tables cover college enrollment from 1965-83 by sex, race, and Spanish origin; from 1972-83 by age and sex; and from 1970-83 by type of college, attendance status, age, and sex. In addition to regular Census questions on school enrollment, questions were asked about elementary and high school students concerning homework and changing schools. Three tables present data on these topics. (MLF)

*Education Work Relationship; Employer Attitudes; Organizational Development; *Program Improvement; School Business Relationship; Secondary Education; Staff Development; Teacher Attitudes; *Vocational Education

IDENTIFIERS- Wisconsin (Madison)

The Greater Madison Task Force on Occupational Skills Education was formed to develop and implement a plan that would improve occupational skills education for area high school students. The task force members included 10 members from business and labor, 7 members from state agencies or higher education, and 14 members from the public school sector. The task force conducted its work through eight subcommittees dealing with special topics and with regular meetings of the entire task force. The task force identified four major goals that should be achieved in any long-range plan for the improvement of secondary school occupational skills education. These goals deal with curriculum, staff development, school and business partnerships, and organizational structure. Twenty-three recommendations were offered to implement the goals. In addition to setting forth the four major goals and recommendations, this final report contains eight subcommittee reports, each focusing upon a particular aspect of occupational skills education; the summaries of two surveys, one of businesses and one of teachers; and the conclusions of this data analysis. (KC)

ED 250 444 CE 039 776

Introduction to the Vocational Agriculture Program. Revision.

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.

PUB DATE- 84

NOTE- 28p.; Initial material prepared by Clark Cleveland.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural Engineering; *Agronomy; *Animal Husbandry; Behavioral Objectives; Competency Based Education; Curriculum Guides; Grade 9; Introductory Courses; Junior High Schools; *Leadership Training; Lesson Plans; Secondary Education; Soil Science; Student

LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Calculators; Classroom Techniques; *Computation; Decimal Fractions; Fractions; Graphs; Guidelines; Instructional Materials; Learning Activities; *Mathematical Concepts; *Mathematics Skills; Measurement; Percentage; Postsecondary Education; *Pretechnology Programs; State Curriculum Guides; Tables (Data); Teaching Methods; *Technical Education; *Technical Mathematics; Vocational Education; Whole Numbers
IDENTIFIERS- Arkansas

This instructor's guide consists of materials for use in teaching a course in technical mathematics designed for students enrolled in postsecondary vocational and technical education programs. Included in the guide are 32 units organized into the following broad topic areas: whole numbers, fractions, decimals, percentages, measures, tables and graphs, and calculators. Each unit contains some or all of the following components: a unit objective, specific performance objectives, suggested activities for the instructor, a list of references, information sheets, transparency masters, assignment sheets, a test evaluation, and test answers. (MN)

ED 250 458 CE 039 879

Bhola, H. S.
Tailor Made Strategies of Dissemination: The Story and Theory Connection.
PUB DATE- Nov 84
NOTE- 12p.; Paper presented at the Nationwide Vocational Education Dissemination Conference (7th, Columbus, OH, November 13-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Vocational Education; *Change Strategies; *Diffusion (Communication); *Educational Change; *Educational Innovation; Educational Objectives; *Information Dissemination; Postsecondary Education; Secondary Education; *Vocational Education

General principles of planning tailor-made change strategies arise directly from the CLER (configurations, linkages, environments, resources) model, a model of planned change, as well as from the

titles available in the local area keyed to relevant competencies. (KC)

ED 250 470 CE 039 899

anggin, Ron; Harshman, Jerry
Electronics Technology. A Competency Based Articulated Curriculum.
Indian Hills Community Coll., Ottumwa, Iowa.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 82
NOTE- 61p.; For related documents, see CE 039 894-898. Developed in cooperation with Merged Area XV High Schools.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Articulation (Education); College School Cooperation; Competence; *Competency Based Education; *Course Content; Curriculum Development; Curriculum Guides; Educational Mobility; Educational Planning; Educational Policy; Electricity; *Electronics; Institutional Cooperation; Job Analysis; *Job Skills; Occupational Information; Program Content; Secondary Education; Student Evaluation; Task Analysis; *Technical Occupations; Transfer Policy; Two Year Colleges; Vocational Education

This document is a competency-based curriculum guide designed to promote articulation in electronics technology programs between and among secondary and postsecondary institutions in the Indian Hills Community College and Merged Area XV high schools in Iowa. The guide is organized in eight sections. The first six sections provide background information about the articulation project, the audiences served and competencies developed, testing procedures, and provisions for transfer of credits. Section VII, which makes up the greater part of the document, details the five competencies needed by entry-level electronics technicians and the enabling tasks needed to become proficient in the competencies. Each competency consists of three parts that, when used in combination, provide a detailed outline of major tasks that a student must accomplish to reach one or more previously stated student outcomes. The three parts are the task that the student must accomplish, the conditions under which the student must demonstrate the skills, and standards of acceptable performance. Multiple-choice tests and student competency records are included in each competency section. The final section of the guide lists job titles with relevant

ED 250 484 CE 039 957

Wentling, Tim L.; Barnard, Wynette S.

State Staff Perceptions of Vocational Education Outcomes.
Identification and Assessment of Vocational Educational Outcomes.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 84
NOTE- 18p.; For related documents, see CE 039 956-958.
CONTRACT- R-31-14-D-0124-487
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Bound Students; Content Analysis; Curriculum; *Educational Needs; *Educational Objectives; Employment Potential; Entry Workers; *High School Students; Job Skills; Job Training; Needs Assessment; *Noncollege Bound Students; *Outcomes of Education; Program Content; Secondary Education; State Surveys; Statewide Planning; Teacher Attitudes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Illinois

A study examined appropriate outcomes for students entering the work force after graduation from high school and for students going on to a community college for advanced training. Fifty-eight staff members of the Department fo Adult, Vocational, and Technical Education (DAVTE) of the Illinois State Board of Education were asked to write a profile for a student who had just graduated from high school. Half (29) of the staff were asked to discuss the skills, knowledge, and attitudes that students should have in order to get a job. The other half of the staff were asked to discuss the skills, knowledge, and attitudes that students should have in order to go on for further training. Using a content analysis approach, the researchers identified 11 major skill areas that were mentioned in the profiles. These included basic, computer, communication, entry-level job, interpersonal, job search, and occupational survival skills as well as knowledge of the world of work, positive attitudes toward learning and work, and possession of a tentative career plan. Because the majority of outcomes identified by the DAVTE staff were the same for both groups of students, differing primarily in the priority of the individual outcomes, it was concluded that the same high school program would be appropriate for both types of students providing it were designed so that

used to provide a response to these issues, and the responses are compared. A philosophic position derived through inductive processes results. (YLB)

ED 250 498 CE 040 006

Campbell-Thrane, Lucille, Ed.
Correspondence Education Moves toward the Year 2000: Proceedings of the National Invitational Forum on Correspondence Education (1st, Columbus, Ohio, June 12-15, 1984). Special Publication No. 47.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 84
NOTE- 191p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SN47--$16.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; Accreditation (Institutions); Adult Education; College Credits; College Programs; Conference Proceedings; Continuing Education; *Correspondence Study; *Distance Education; Educational History; *Extension Education; External Degree Programs; Higher Education; *Home Study; *Independent Study; Lifelong Learning; Military Training; Postsecondary Education; Student Attitudes; Student Participation; Testing; Vocational Education

This document brings together the individual speeches and group discussions that were part of a forum to stimulate thought and discussion on correspondence education. The nine plenary addresses are provided: "Correspondence Education: From the Back of the Bus to the Driver's Seat" (Kenneth E. Young), "Flaming Issues of the Day" (D. W. Holbrook, "Our 'Real' Challenge" (J. M. D. Holladay), "Matching the Megatrends" (George M. Flattery), "Institutional Commitment to Excellence: The Correspondence Student's Best Friend" (Hester L. Turner), "The Military Correspondence Schools Compared to the Home Study Model" (James J. McAlpin), "Some of the World's Greatest Home Study Courses Still Are on the Shelf" (David L. Peoples), "Without Inspiration There is No Glory" (Marvin Grunzke), and "How to Learn More in Less Time: High Tech in Self-Instruction"

ED 250 511 CE 040 033

Buck, Judy; Jackson, Gloria
Incorporating Microcomputers into Secretarial and Clerical Vocational Programs. Final Report.
Sikeston Area Vocational School, MO.
SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
PUB DATE- 7 May 84
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Correspondence; Business Education; Business Skills; Classroom Techniques; *Clerical Workers; Computer Assisted Instruction; *Computer Literacy; Course Descriptions; Courseware; Curriculum Development; Curriculum Guides; Educational Needs; Guidelines; Instructional Materials; Learning Activities; Lesson Plans; Letters (Correspondence); *Microcomputers; Needs Assessment; *Office Machines; *Office Occupations Education; Recordkeeping; Secondary Education; *Secretaries; Typewriting

A project was undertaken to review and restructure the secretarial and clerical curriculum at Sikeston Area Vocational School in Sikeston, Missouri. Input from advisory committee members, members of the business community, teachers, and published articles were synthesized to identify additional units that needed to be incorporated into the existing secretarial and clerical program. Subsequent to this review, microcomputer programs were developed to cover the following topics: typewriting (medical typewriting), filing, financial records (bank reconciliation), and mailable letters (punctuation). (Appended to this project report is the course outline that was developed during the curriculum review. The course outline comprises objectives, lists of materials needed, instructions, and actual instructional materials for use in implementing 17 units dealing with various secretarial procedures and office machines. Also provided in the course outline are the actual project-developed microcomputer programs mentioned above.) (MN)

The Development of a Certification Program for Directors of Vocational Education. Final Report July 1, 1983 - June 30, 1984.
Indiana Univ. of Pennsylvania, Indiana.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 30 Jun 84
NOTE- 179p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Certification; Competence; *Competency Based Education; Curriculum Development; Delivery Systems; Instructional Materials; Material Development; Postsecondary Education; Program Development; Program Implementation; Program Improvement; Specialist in Education Degrees; Teaching Guides; *Vocational Directors; Vocational Education
IDENTIFIERS- Pennsylvania (West)

Since vocational education leaders will require many more and different skills in the future, this project was conducted to develop and implement a relevant and responsive field-centered, competency-based certification program for vocational administrative directors in Pennsylvania's western region. To this end, the following objectives were achieved: (1) more than 100 competencies essential to the role of vocational administrator were identified through the literature and subsequently verified by a representative sample of vocational administrators in Pennsylvania; (2) 86 instructional learning guides for these competencies were developed and field tested; and (3) an existing field-centered, competency-based delivery system used for vocational teacher training at Indiana University of Pennsylvania was adapted and used successfully to provide training to several administrator interns throughout a 13-county region of western Pennsylvania. The emphasis placed on adaptation, modification, and articulation resulted in substantial cost savings in the area of program development, delivery, and management. Overall, the program was found to be a viable alternative to conventional administrator preparation. (Author/KC)

ED 250 527 CE 040 058

Instructional Framework. Essential Elements and Basic Competencies for Vocational Home Economics Education in Texas.

newsletters.) (YLB)

ED 250 539 CE 040 081

Joynes, Margot
Manatee County Displaced Homemakers Program. Final Report from July 1, 1983 to August 31, 1984.
Manatee Area Vocational and Technical Center, Bradenton, FL.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 31 Aug 84
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Counseling; Career Education; *Career Guidance; *Displaced Homemakers; *Employment Potential; Females; Financial Support; Followup Studies; *Job Search Methods; *Job Skills; Job Training; Males; Needs Assessment; *Nontraditional Occupations; Occupational Information; Publicity; Recruitment; Referral; Sex Fairness; Student Financial Aid; Workshops

In the Displaced Homemaker project at the New Options Center in Manatee County, Bradenton, Florida, clients were displaced homemakers, single household heads needing training, homemakers seeking full-time employment, and anyone interested in jobs or training nontraditional to his/her sex. Various outreach methods--public service announcements, brochures, personal appearances--were tested. Through personal interviews the client's needs were identified and recorded on an Intake Questionnaire and/or daily contact log. All clients received information and referral services. Efforts were made to stabilize those clients in crisis using other applicable community support services. Career guidance, job search techniques, and employability skills training were offered through workshops and individual counseling to clients seeking immediate employment. After initial occupational counseling, clients with financial support were introduced to vocational training opportunities and referred to the appropriate vocational counselor. Most clients initially took entry-level employment with low wages. Some took specific vocational training with staff assistance in locating financial aid. Findings were that former clients returned as needs changed, all clients came with the same basic needs, and client need for short-term vocational training is still unmet. (Appendixes include articles, brochures,

ED 250 552 CE 040 099

Petry, John R.; Jones, Paul L.
How ABE Improves the Quality of Life of Its Students.
PUB DATE- 14 Nov 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Educational Attitudes; *Educational Benefits; Family Life; Influences; Interpersonal Relationship; *Outcomes of Education; *Participant Satisfaction; *Quality of Life; Self Concept; State Surveys; Student Attitudes

A study examined the effects of participation in Adult Basic Education (ABE) on quality of life. To gather data for the study, researchers mailed packages of questionnaires to the supervisors of 89 ABE programs that served 2,225 students throughout Tennessee. Packages of completed survey instruments were returned from 72 of these programs, thus providing data concerning 1,623 ABE students from the potential sample. Based on an analysis of the completed survey instruments, it was concluded that ABE is having a positive impact on the quality of life of the individuals participating in it. ABE program participation was perceived as having a positive effect on the individual in terms of self-expression, self-concept, family life, leisure, relationships with others, life in general, and the individual's function as a member of society. Males, older males, and those who have been in the program longest tended to be more positive than did other groups regarding the impact of ABE in improving quality of life. Since data indicated that older adults are more positive in their perceptions concerning the variables measured, it was recommended that ABE teachers and administrators review their curricula to see if the needs of young adults are being met. (MN)

objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes. Units of instruction are designed for use in more than one lesson or class period. The following topics are covered in this course: basic marriage and family skills (including communications and personal decisions), life choices, parenthood (single parenting and parenting skills), and family changes (family life, crisis management, divorce, aging, and death and dying. (KC)

ED 250 566 CE 040 148

Sparks, Mavis C.; And Others
TNT: Nontraditional Occupations. Practical Arts. Instructor's Manual. Competency-Based Vocational Education.
Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Kentucky State Dept. of Education, Frankfort. Office of Research and Planning.
PUB DATE- Aug 82
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Education; *Career Exploration; Check Lists; Competency Based Education; Disabilities; Disadvantaged; *Females; Junior High Schools; Learning Activities; Learning Modules; *Males; Middle Schools; *Nontraditional Occupations; Practical Arts; *Sex Differences; *Sex Role; Sexuality; Teaching Guides; Transparencies; Vocational Education
IDENTIFIERS- Special Needs Students

Designed to be incorporated into career exploration programs in grades 6-9, this nontraditional occupations unit is a component in the Think Nontraditional Series curriculum and is prepared in a competency-based format. The reading level is approximately seventh grade. A course introduction section contains description and purpose of the curriculum package, listings of required materials (teacher references and audiovisual materials) and equipment, and the program master sequence. The next section is a discussion of program organization. Contents include a discussion of competency-based vocational education, instructions for use of the instructor's manual, ideas for addressing students with special

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Advocacy; Career Education; *Employed Women; Employment Opportunities; *Equal Opportunities (Jobs); Federal Legislation; Federal Programs; Females; Hearings; Job Sharing; Job Training; Policy Formation; *Public Agencies; *Salary Wage Differentials; *Sex Fairness
IDENTIFIERS- *Womens Bureau

Testimony from a congressional oversight hearing on the Women's Bureau, a component of the U.S. Department of Labor, is presented. Concerns are the extent to which the general orientation of the administration has led to some diminution of activities of the sort the Women's Bureau has done in the past and the dismantling or reduction of the Women's Bureau. Testimony includes statements and letters submitted for the record by Representatives in Congress and individuals representing working black women; Women's Bureau, U.S. Department of Labor; Interdepartmental Committee on the Status of Women; Citizens' Advisory Council on Women; National Commission on Working Women; American Association of University Women; Service Employees International Union; Washington Union Women; Center for Education and Research, Coalition of Labor Union Women; Secretary of Labor, U.S. Department of Labor; National Association of Commissions for Women; YMCA of Metropolitan Denver; National Council of Negro Women; and the Tucson Women's Commission. (YLB)

ED 250 580 CE 040 184

Women in the Work Force: Pay Equity. Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Eighth Congress, Second Session.
Joint Economic Committee, Washington, D.C.
REPORT NO.- S.-Hrg.-98-1050
PUB DATE- 10 Apr 84
NOTE- 214p.; Document contains small, light type.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Employed Women; Hearings; *Salary Wage Differentials; *Sex Discrimination; *Sex Fairness

In this congressional hearing on women in the labor force, focus is on the problems of wage discrimination and specific means of eradicating this injustice. Testimony includes statements and submissions for the record (prepared statements and reports) from clarification for the aging process. Unit IV gives suggestions for self-assessment in helping relationships in the areas of responsibility and ethics, confidentiality, empathy, and dependence. Unit V covers building and maintaining a helping relationship with older persons, focusing on basic communication skills. Unit VI addresses specialized techniques to help older people, e.g., life review, problem-solving, advocacy. Ending relationships effectively and making referrals are discussed in unit VII, which provides suggestions that can be used in role playing. Unit VIII provides information on making the best use of support networks, and Unit IX deals with applying communication skills with mentally or physically impaired older adults and their families. Unit X provides tips for workers in special areas; a variety of vignettes and methods for handling delicate situations are outlined. The final unit emphasizes the importance of the trainers' serving as models of continued development of helping skills. (JAC)

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ED 250 594 CG 017 793

Ganikos, Mary L., Ed.; And Others
Counseling the Aged: A Training Syllabus for Educators.
American Personnel and Guidance Association, Washington, D.C.
SPONS. AGENCY- Administration on Aging (DHEW), Washington, D.C.
PUB DATE- 79
NOTE- 353p.
GRANT- AoA-90-A-1178(01)
AVAILABLE FROM- American Association for Counseling and Development, Publication Sales, 5999 Stevenson Ave., Alexandria, VA 22304 ($15.75 member; $18.75 non-member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Counseling; Adult Development; Aging (Individuals); Counseling Services; Counselor Role; *Counselor Training; Death; *Educational Gerontology; Learning Modules; Minority Groups; *Older Adults; Retirement

This training syllabus on counseling older adults is written for educators and counselors, and can be used as a single course syllabus, for inservice training, or to supplement existing courses. The book is divided into 11 training modules, each of which includes counseling implications and strategies, concrete

pessimistic about the effectiveness of certain services. (JAC)

ED 250 609 CG 017 808

Thomas, L. Eugene; DiGiulio, Robert C.

Presence of a Confidant and Adaptation in Widowhood.

PUB DATE- Aug 84

NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Development; *Coping; Emotional Adjustment; Females; *Interpersonal Relationship; Personality Theories; *Self Concept; *Widowed

Although the literature links the presence of a confidant with successful adaptation to loss, and widowhood with a blurring of personal identity, the relationship between these two areas has seldom been explored. To examine the relationship between the presence of a confidant and adaptation in widowhood, 70 women from northeastern Connecticut who were presently widowed and had not remarried nor were engaged to be remarried were interviewed. (Additional respondents from widows' groups in the state brought the sample to 83). Widows' ages ranged from 22 to 74, with an average age of 48.3. Average age at the time of death of spouse was 44.3. Interview items were both structured and open-ended questions. The Total Positive Score (POS) of the Tennessee Self-Concept Scale, and an Adaptation Index, based on responses to the open-ended questions, were used for data analysis. Length of duration of the confidant relationship and sex of the confidant were examined. Overall, the results indicated that the presence of a confidant helps buffer women against the loss of a spouse. Contrary to expectations, women who had developed a new confidant since their husband's death were higher in adaptation than those who had confidants of long acquaintance. Further, male confidants served as more potent enhancers of widows' adaptation. The findings suggest that the relationship between intimacy and identity (from Erikson's theory of personality development) may be related to identity stability in widowhood. (LLL)

Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
GRANT- NIMH-1-R03-MH-39285-01A1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Competence; *Group Dynamics; Higher Education; Personality Traits; *Sex Differences; Sex Role

Males' and females' interaction styles were observed while they worked in four-person, mixed-sex groups on a discussion task. In some groups, members were only given information about each others' names and gender. Under these conditions, males were perceived higher in competence than females. Further, males were found to engage in a greater amount of active task behavior than females (e.g., giving information, giving opinions), and females exhibited a greater amount of positive social behavior than males (e.g., agreeing, acting friendly). In other groups, members' competency-based status was manipulated by providing false feedback that they were high or low in overall intellectual and moral aptitude. High status members were then perceived to be more competent than low status ones, and further, high status individuals engaged in more active task and less positive social behavior than low status people. In these conditions, no effects for gender were obtained on perceived competence or on active task or positive social behavior. Correlational analyses supported the idea that the gender differences obtained in interaction when status was not specified were partially a function of inferred sex differences in competence. When direct information concerning members' competence was provided, however, this data apparently blocked the gender-to-competence inference and status alone affected perceived competence and interaction style. (Author)

ED 250 625 CG [illegible]17 826

Altmaier, Elizabeth M.
Survey of Health Psychology Training among Counseling Psychology Programs.
PUB DATE- Aug 84
NOTE- 22p.; Paper presented at the symposium "Counseling Psychology and Health Behavior: Current Status and Future Possibilities" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Experience; Intervention; Life Satisfaction; Models; *Older Adults; *Role Theory; *Social Support Groups; *Widowed
IDENTIFIERS- *Childlessness

Single, elderly, childless women are a specialized population needing social support. To examine the association between life satisfaction and social support among this population, 65 women (30 widowed, 35 never-married) were interviewed and completed the Life Satisfaction Scale. An analysis of the results showed that the never-married sample had significantly greater life satisfaction than their widowed counterparts. The never-married women were more able to give and receive assistance in concrete crisis situations than the widowed women. The never-married group also was oriented more to the present than the widowed group. The remainder of this paper focuses first on a discussion of the relationship of the research findings to a role theory perspective and its effects on clients' thinking and behavior. Second, a short overview of some of the reasons that groups are thought to be an effective means of intervention is presented. Third, these factors are tied into a model format of group intervention, a way of most effectively reaching this client group. The major issues to be addressed in a group and some of the situational factors such as time, place, and composition, are discussed. (BL)

ED 250 640 CG 017 842

Stewart, Krista J.
Study Strategy Use and Comprehension Monitoring Accuracy of College Students.
PUB DATE- Aug 84
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Students; *Comprehension; *Grades (Scholastic); Higher Education; Predictor Variables; *Study Habits; Study Skills

The developmental psychology literature has focused on strategy use and comprehension monitoring of children performing simple memory tasks; however, less attention has been given to the same factors in older subjects engaged in more complex cognitive tasks. In order

NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Knowledge Level; *Prior Learning; *Reading Comprehension; *Reading Diagnosis; *Reading Instruction; Schemata (Cognition); Student Evaluation; *Teaching Methods
IDENTIFIERS- *Pre Reading Plan

Noting that many prereading discussions lead teachers to "mis-estimate" students' prior knowledge about a particular topic, this paper describes the Pre-Reading Plan (PReP) designed to help both students and teachers become aware of what students already know about a specific topic. Following an introduction, the first portion of the paper explores why some frequently used teaching practices may fail to prepare students adequately to read their textbooks. The major part of the paper describes the three phases of the PReP activity, suitable for students in grades three through twelve in all subject areas, and requisite preparation for the activity. The final part of the paper discusses assessing student knowledge during the activity and provides examples of the PReP being used with several different types of reading material at different grade levels. (HTH)

ED 250 655 CS 007 810

Kerr, Norman J.; And Others
Reading Comprehension and Educationally Related Characteristics of U.S. Navy Recruits: Twelve-Month Profile from June 1983 to May 1984.
PUB DATE- Nov 84
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Tests; Basic Skills; Case Studies; *Enlisted Personnel; Individual Characteristics; Personnel Evaluation; *Program Effectiveness; *Reading Comprehension; *Reading Research; Reading Tests; *Remedial Programs; *Resource Allocation

IDENTIFIERS- Elementary Secondary Education Act Title I

The information in this guide is arranged to provide Title I reading teachers with (1) a list of materials that are coordinated with the performance objectives forming the core of the educational program for Title I students, and (2) suggested teaching strategies for each performance objective. Content of the guide is divided into the following sections: language/listening, comprehension, word study, and word analysis. The guide advises that since the teaching strategies included provide ideas spanning the needs and interests of several age groups, reading teachers should choose those that are most appropriate for individual students. (HOD)

ED 250 670 CS 007 837

Standiford, Sally N.
Metacomprehension. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 10p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; Learning Processes; Perception; *Reading Comprehension; *Reading Instruction; *Reading Processes; Student Evaluation; Teacher Role; Teaching Methods
IDENTIFIERS- ERIC Digests; *Metacomprehension

Intended for administrators and policymakers as well as teachers, this digest explores the nature of students' metacomprehension, or their awareness of their own understanding, and the implications of this awareness for reading instruction. After defining metacomprehension, the digest discusses why this awareness is important to the learning process. It then suggests ways that English and language arts teachers can help students improve their metacomprehension. Finally, the digest explores ways in which teachers can evaluate student metacomprehension. (HTH)

interactive process in which speakers and writers attempt to link into what listeners and readers know, want to know, or need to know. The 12 articles in the journal are: (1) Language as a Foundation for Education: the School Context (R. W. Shuy); (2) Language and School Success: Access to Meaning (M. L. King); (3) Factors Influencing Listening: Inside and Outside the Head (S. J. Samuels); (4) Learning to Talk and Talking to Learn (G. Wells and J. Wells); (5) Written Text as Social Interaction (M. Nystrand and M. Himley); (6) Peer Interaction in Learning English as a Second Language (H. Hester); (7) Listening and Responding: Hearing the Logic in Children's Classroom Narratives (S. Michaels); (8) What Children Know and Teach about Language Competence (P. G. Lazarus); (9) Creating the Classroom's Communicative Context: How Teachers and Microcomputers Can Help (C. R. Liebling); (10) How One Classroom Gives Access to Meaning (N. G. Platt); (11) Communication in Small Group Settings (G. S. Pinnell); and (12) Educational Policies That Support Language Development (J. Bates). (HOD)

ED 250 684 CS 208 635

Van Dongen, Richard
Stretching the Literary Experience.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Nov 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Child Language; Elementary Education; *Experiential Learning; Language Patterns; Language Usage; *Learning Activities; Literary Styles; *Literature Appreciation; *Reader Response; Readers Theater; Reading Aloud to Others; *Story Reading; *Teaching Methods; Writing Exercises

A child's literary experience may be "stretched" through extension activities such as reading aloud, discussion, writing, art, music, and drama. While any planned activity can be overused and work against the intent of furthering the child's literary growth, there are many valid ways of offering the child opportunities for savoring and reflecting about a book experience within the context of the classroom. One way is through sharing with others a story incident or an interesting use of language. An observant teacher defining language across the curriculum, the digest discusses the history and theory of this approach. It then examines the implications of this approach for teaching in terms of faculty training, classroom techniques, and curriculum change. (HTH)

ED 250 700 CS 208 656

Hinkle, Steve; And Others
Psychology Students' Use of Media Coverage of Behavioral Science.
PUB DATE- Aug 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Sciences; Higher Education; *Information Sources; *Mass Media; *Mass Media Effects; *Media Research; News Reporting; Psychology; *Student Reaction
IDENTIFIERS- *Media Use

To determine college students' use of the mass media and the degree to which they encounter information about psychology in them, a questionnaire was developed and administered to a sample of 469 students enrolled in college psychology courses. The questionnaire broke the mass media down into 12 categories, such as local newspapers, general audience science magazines, radio newscasts, and educational television. For each category, the student was asked to think back over the preceding 30-day period and estimate the number of times that she or he had encountered information about behavioral science. The student was also asked to list up to three examples, giving both the specific media source and the behavioral science topic in each category. The questionnaire also requested estimates of the student's general use of each medium during the same period of time as well as basic demographic information. Responses revealed that roughly only 1 student in 10 reported hearing anything pertaining to psychology on National Public Radio, that slightly less than 1 in 2 had read anything about psychology in magazines, and that the typical student saw only slightly more than one television news report related to behavioral science. On the other hand, across all 12 media categories, the typical student encountered between eight and nine items about psychology during the 30-day period, suggesting that

ED 250 714 CS 208 684

Literature--News That Stays News: Fresh Approaches to the Classics. Classroom Practices in Teaching English, 1984.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-3012-7
PUB DATE- 85
NOTE- 121p.; Prepared by the NCTE Committee on Classroom Practices in Teaching English.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 30127, $6.65 member, $8.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Classroom Techniques; Drama; *English Instruction; Higher Education; Instructional Improvement; *Integrated Activities; *Literature Appreciation; Novels; Poetry; Reading Interests; Secondary Education; *Teaching Methods; Writing Instruction
IDENTIFIERS- *Classics (Literature)

New approaches to the teaching of the classics are explored in this collection of articles written by high school, junior college, college, and university literature instructors. The seven articles in the first section of the book discuss linking the classics. Specific topics covered in the articles include using the works of William Golding as a key to the works of Joseph Conrad, the role of the misfit in literature, and the relationships between a classic novel and a related painting. The four articles in the second section inquire into the connection between literature and writing. Topics covered in this section include writing allegories as a way to approach the classics; using writing to facilitate the teaching of "Beowulf"; and reading, writing, and the Victorian novel. The third, fourth, and fifth sections offer teaching units for specific titles at three levels: kindergarten through grade eight, high school, and university. Titles discussed include "The Scarlet Letter," "The Odyssey," "Pride and Prejudice," "To Kill a Mockingbird," "Ozymandias," and "A Midsummer Night's Dream." (RBW)

ED 250 715 CS 208 686

NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Censorship; Civil Rights; *Court Litigation; *Freedom of Speech; Higher Education; Intellectual History; *Speech Communication; *State Courts; State History; State Legislation
IDENTIFIERS- *Wisconsin Supreme Court

Most communication courses and research involving freedom of speech examine issues by reviewing the decisions of the United States Supreme Court and the federal appelate courts. However, the high visibility of the federal courts can lead to a misguided emphasis by students of the history of free speech. Research into the development of present legal protections should concentrate on early decisions of state courts. For example, a review of the development of Wisconsin's interpretation of its constitutional provisions on free speech shows that many hundreds of cases before 1925 dealt, at least tangentially, with some aspects of free speech or free press. The most important aspect of its decisions was the degree of protection it afforded for criticism of public figures. By 1925, the court had provided itself with a number of precedents which it could choose to consider dominant in any particular case and may have been determined by the balance the court thought wise between the free speech rights of the individual or newspaper and the right of a person not to be the object of public ridicule. In this balance, the court gave more leeway to criticism of public officials whose conduct as officials was before the voters. The court appeared unwilling to extend the fair comment rationale to persons who were not integral members of the governmental process. The Court was also not willing to extend the constitutional protections to censorship by nongovernmental sources. Very generally, there was an increase in the protection of expression during the period from 1858 through 1925. (HOD)

ED 250 730 CS 504 738

Benoit, William L.
Notions of "Rhetoric as Epistemic" in Ancient Greece.
PUB DATE- 3 Nov 84
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

teacher; (4) all English teachers should receive proper inservice training until qualified oral communication teachers are available; (5) speaking and listening skills should be recognized as essential, deserving a year of special attention; and (6) speaking and listening skills should be included in a balanced curriculum. (HOD)

ED 250 744 CS 504 756

Juleus, Nels
Speech in the Humanities Core Course at Allegheny College.
PUB DATE- 83
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; *Course Content; Course Descriptions; Course Objectives; Higher Education; *Humanities Instruction; *Speech Communication; *Speech Instruction
IDENTIFIERS- Allegheny College PA; National Endowment for the Humanities

Noting that speech instruction as a liberal study must include significant subject matter, rigorous intellectual application, high ethical standards, and responsibility, this paper describes the humanities core course at Allegheny College (Pennsylvania) as providing such a climate for speech instruction. The paper first describes the course goals as helping students to develop an understanding and appreciation of the importance of the humanities, and to further develop writing and speaking skills. The paper then describes the two assignments, from each of the three course terms, that involve oral performance, as well as the accompanying texts and resources. The paper concludes with remarks concerning the value and success of the program made by an evaluator from the National Endowment for the Humanities, from which the college had received a grant for the program. (HTH)

ED 250 745 CS 504 757

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Characterization; Content Analysis; *Doctoral Dissertations; *Drama; Folk Culture; Intellectual History; Language Usage; Literary Criticism; *Local History; *Oral Interpretation; Readers Theater; Research; Research Methodology; *Theater Arts; *Theaters; Theories

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) the ethics of violence as political strategy in contempory drama; (2) the history of Italian-American theatre from 1900 to 1905; (3) the development of the Iowa Theater Lab, an improvisation-based, nonverbal theatre; (4) performance documentation; (5) the relationships among characters in drama--a combination of precepts from Constantin Stanislavski's system of acting and Eric Berne's system of transactional analysis; (6) dramatic dialogue in adaptations; (7) types, principles, and techniques of composition and stage movement in group performance of literature; (8) A. N. Whitehead's educational and cosmological theories and their implications for educational theatre; (9) Oriental crosscurrents in modern Western theatre; (10) the development and nature of vaudeville in Toronto, Canada; (11) the emergence of children's theatre and drama from 1900 to 1910; (12) the interpretation of action in dramatic language; (13) a process for developing local American historical materials into theatrical productions; (14) the literary works of Paul Laurence Dunbar from the perspectives of the oral interpreter; and (15) historic festivals and the nature of American musical comedy. (HOD)

ED 250 759 CS 504 771

Schoen, Ladene
Teaching Rhetorical and Audience Sensitivity.
PUB DATE- 81
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Communication Research; Higher Education; *Measures (Individuals); Perception; *Speech Communication; *Speech Instruction; Student Attitudes; Student Reaction

ED 250 773 EA 017 243

Ascik, Thomas R.
Looking at Some Research on What Makes an Effective School.
PUB DATE- 84
NOTE- 26p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p141-165. For the complete document, see EA 017 236.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Skills; Case Studies; Discipline; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Institutional Characteristics; Leadership; *Lower Class Students; *Public Education; Research Reports; *School Effectiveness
IDENTIFIERS- *Effective Schools Research

To make some of the effective schools research known to parents, this chapter reviews case studies of schools with low socioeconomic status children whose achievement is higher than expected. The three most important characteristics of the effective schools in the cases studied were found to be discipline, leadership, and structured attention to basic skills. Discipline was found to be the most common characteristic, present in every effective school. Leadership, from the principal, superintendent, or curriculum materials, was most effective when it nurtured in both children and teachers the idea that the school day matters. The basic academic skills were best learned when an explicit decision had been made that the teaching of these skills is the mission of schools, and when the skills were taught using a detailed, structured strategy. (DCS)

ED 250 774 EA 017 244

Uzzell, Lawrence A.
Robin Hood Goes to School: The Case for a Federal Voucher Program.
PUB DATE- 84
NOTE- 24p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p167-189. For the complete document, see EA 017 236.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB DATE- 31 Jan 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Records; Achievement Rating; Behavior Rating Scales; Educational Testing; Elementary Secondary Education; Grades (Scholastic); *Grading; *Parent School Relationship; Parent Teacher Conferences; *Report Cards; *Student Evaluation; *Student Records; Surveys
IDENTIFIERS- Arizona; California; Nevada; United States (Southwest)

To find out what kinds of information parents regularly get from schools on the progress of their children, the Southwest Regional Laboratory surveyed a sample of public school districts in California, Arizona, and Nevada. Responses were received from 18 school districts ranging in size from fewer than 300 students to more than half a million. The information received indicates that school districts rely heavily on the traditional report card as their primary tool for student/parent communication, unless the student has special problems or the parents choose to take advantage of scheduled conferences. Results of the inquiry are arranged according to three different types of parent report: regular report cards, other types of reporting, and parent-teacher conferences. Under the section on report cards, a breakdown is provided of evaluation formats (letter grades, numeric marks, and threefold designations), and social development/growth or citizenship evaluation marks. Other types of reporting include results of statewide or districtwide standardized tests and reports of pupil progress. Parent-teacher conferences range from formal and regularly scheduled events based on specified topics to informal, random visits. Finally, the uses of special letters or communications are briefly noted. (TE)

ED 250 788 EA 017 295

Buchanan, Aaron; Bachelor, Patricia
Staff Development, Better Teaching, and School Improvement.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
REPORT NO.- SWRL-TN-2-83/08
PUB DATE- 27 May 83
NOTE- 20p.
LANGUAGE- English

on the Improvement Process in Schools and Colleges.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-R-3159
PUB DATE- Apr 83
NOTE- 140p.; For related documents, see EA 017 310-311 and EA 017 320-324
AVAILABLE FROM- Publications Sales, Research and Development Center for Teacher Education, EDA 3.203, University of Texas at Austin, Austin, TX 78712-1288 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Role; *Change Agents; Change Strategies; Educational Change; Elementary Secondary Education; Leadership Responsibility; *Leadership Styles; *Models; Organizational Communication; *Principals; Theories
IDENTIFIERS- Rand Change Agent Study Model; Research on the Improvement Process Program; University of Texas Austin

This information analysis paper examines (1) the characteristics associated with effective change facilitators and (2) the concept of "style" and its value in describing and understanding leadership performance and the role of change facilitators in particular. Three bodies of literature are highlighted and summarized in pursuit of answers to these concerns. First, the large body of leadership literature is searched for material on change facilitation and style. Models of leadership discussed include Fiedler's (1978) contingency model, the Vroom-Yetton model, the path-goal theory, the attribution theory, and Jago's typology of leadership research and literature. The second body of literature considered is the change agent literature. Three classifications of approaches to change described by Chin and Benne (1969) are presented (rational-empirical, normative-reeducative, and power-coercive), followed by Havelock's three change models (social interaction, research and development, and problem-solver). Other models discussed include the linkage model, Goodlad's responsive model, the concerns-based adoption model, and the Rand Change Agent Study model. The third section presents three related bodies of literature on principals: leadership role, principal as change facilitator, and principal effectiveness/school improvement. The fourth section provides a synthesis and discussion, while the final section presents a working definition of the change facilitation process and of "style." Thirteen pages of references are included. (TE)

Rutherford, William L.; And Others
The Role of the School Principal in School Improvement Efforts.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-R-3182
PUB DATE- 83
NOTE- 49p.; For related documents, see EA 017 309-311 and EA 017 320-324.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Elementary Secondary Education; *Instructional Improvement; *Principals; School Supervision; *Teacher Administrator Relationship; Teacher Evaluation; Teacher Improvement; *Teacher Supervision
IDENTIFIERS- *Principal Teacher Interaction Study; University of Texas Austin

This paper considers the kinds of interventions that elementary school principals make for the purpose of improving practice in their schools. Findings are derived from the Principal-Teacher Interaction Study being conducted at the University of Texas at Austin, which has categorized interventions hierarchically at the following levels: policy, game plan, strategy, tactic, and incident. This paper presents only the results of the first data analysis of incident-level interventions from this study. After a review of the literature and a description of the Principal-Teacher Interaction Study, its taxonomy of interventions, and its schema for anatomizing each intervention, data are reported regarding frequency of interventions during the 2 years of the study, the targets of principals' interventions, their function, medium, and "flow" (i.e., interactive or one-way). The subsequent section presents 10 generalizations about the modus operandi of principals, followed by a case-by-case description of several exemplary types of intervention and their effects on teachers. A discussion of implications follows, along with an appendix describing the three change-facilitator styles (responders, managers, and initiators) and three pages of references. (TE)

ED 250 815 EA 017 323

ED 250 828 EA 017 344

Holman, E. Riley
Creative Educational Leadership: A Future Necessity.
PUB DATE- Jul 84
NOTE- 19p.; Paper prepared for the Summer Institute, Ed.D. Early Childhood Programs, Nova University, Palm Beach Gardens, Florida.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; Administrator Role; *Administrators; *Creative Development; Creativity Research; *Educational Administration; Educational Improvement; *Leadership Styles; Literature Reviews; *Organizational Climate; *Teacher Administrator Relationship

It is a responsiblilty of the educational leaders to develop a climate that encourages creativity. This promotion of creativity may be instrumental in finding answers to some of the most glaring problems in education, and yet the subject of creative leadership has received little attention. A review of the literature reveals some basic assumptions about creative leadership, and suggestions are listed for what a creative leader can do to develop a climate that encourages creativity. The educational leader must be willing to stand alone and encourage others to find ways to make creativity and mass education compatible. Additional research is needed on the role of the creative educational leader. Appendixes list characteristics of creative leaders and detail several courses that focus on the development of creative ability. (DCS)

ED 250 829 EA 017 346

Griffin, Teresa; And Others
A Pilot Test for Documenting Principal Interventions.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-R-3130
PUB DATE- 81
NOTE- 41p.; Paper presented at the Annual Meeting of the Southwest

Organizations; Units of Study; *Vocational Education
IDENTIFIERS- Future Farmers of America

Intended especially for use with a class of freshman students, this unit of instruction contains lessons that include a general discussion of the areas covered in vocational agriculture programs. Key concepts are presented, but individual instructors are encouraged to provide localized examples. A unit plan provides a discussion of the situation, general aims and goals of the unit, lesson titles, student and teacher activities, and a list of references. Six lessons are provided. Each lesson may consist of some or all of these components: a statement of need; objective(s); interest approach; key questions, problems, and concerns with related teaching techniques and information; application and followup; a list of references; and overhead transparency masters. Lesson topics are: a general introduction to the vocational agriculture program, leadership training in vocational agriculture through the Future Farmers of America program, plant and soil science, animal science, agricultural mechanics, and agricultural business. (YLB)

ED 250 445 CE 039 787

Amonette, Linda; And Others
Kidney Dialysis Patients Discover New Hope through ABE Program.
PUB DATE- 7 Nov 84
NOTE- 9p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 7-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; Basic Skills; *Cooperative Planning; Cooperative Programs; Coping; Daily Living Skills; Educational Benefits; Educational Cooperation; Exercise; High School Equivalency Programs; *Individualized Instruction; *Medical Services; *Patient Education; Physical Fitness; Program Development; Program Implementation; *School Community Relationship; Self Concept; Skill Development
IDENTIFIERS- *Kidney Dialysis; West Virginia (Charleston)

A program was developed to provide adult basic education (ABE) to kidney patients while they are receiving dialysis treatment. The program, which relies on an individualized learning approach, involved the coordinated efforts of the following parties: West value assumptions in which the model is embedded. These principles include the following: change requires commitment, planning and management of change requires knowledge, and an invitation to change should be an invitation to total system renewal. Other principles are: that a change planner must think in terms of systems and dialectics; and that a change planner should consider the whole ensemble of the changer, the change, and the changed. Furthermore, change is often defined in the process of implementation. In planned change, description must precede prescription. Descriptions of change-relevant systems should be tested in the real world. Strategic prescriptions should arise from tested descriptions, and power is the essence of all strategy. CLER, a systematic and dialectical model of innovation diffusion and planned change, suggests that innovation diffusion or planned change is a function of four variables: configurations, linkages, environments, and resources. The CLER model suggests that the probability of occurrence of a change event can be increased through a synergetic optimization of these four variables. (YLB)

ED 250 459 CE 039 882

Rice, Eric; Buescher, Douglas A.
Vocational Instructional Program Advisory Committee Resource Guide.
International Management and Development Inst., Washington, DC.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 190p.
CONTRACT- 300-84-0132
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advisory Committees; *Group Activities; Group Dynamics; Group Membership; *Group Structure; Instructional Improvement; Meetings; *Orientation; Postsecondary Education; Resource Materials; *School Business Relationship; Secondary Education; *Vocational Education

This guide is intended to provide assistance in developing, organizing, and operating vocational instructional program (VIP) advisory committees. It is designed to be useful for secondary or postsecondary programs that offer training for an occupation or cluster of occupations. The guide is a compilation of suggestions, competencies. (KC)

ED 250 471 CE 039 918

Native Literacy and Life Skills Curriculum Guidelines. A Resource Book for Adult Basic Education.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

REPORT NO.- ISBN-0-7726-0189-5
PUB DATE- 84
NOTE- 347p.
AVAILABLE FROM- Publication Services, Ministry of Education, 878 Viewfield Road, Victoria, BC V9A 4V1 ($10.00, plus 10% for shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; American Indian Culture; *American Indian Education; American Indians; Behavioral Objectives; Computation; *Cultural Education; Curriculum Guides; *Daily Living Skills; Employment Potential; Illiteracy; Instructional Materials; Job Skills; Learning Activities; *Literacy Education; *Mathematics; Resource Materials; Teaching Methods
IDENTIFIERS- *British Columbia

These guidelines provide basic literacy materials and materials directed toward the teaching of pre-employment skills and life skills, computational skills, and native cultural awareness for native adult students. The material is applicable in both urban and rural (on-reserve) situations and directed toward students between a non-literate and Grade 5 literacy level. Part 1 is designed to provide instructors with the background and understanding necessary for the successful implementation of a native adult basic literacy course. It provides an overview of research on native education, a discussion of language experience as an approach to instruction, and learning objectives and teaching suggestions for each of the subject areas: basic literacy, pre-employment and life skills, computation, and native culture. Part 2 consists of an introduction outlining the organization and use of theme units and 12 sample theme units developed for use in a native adult basic literacy classroom. Each theme unit is cross-referenced to learning objectives in part 1, and selected classroom materials and references are provided with each theme unit. Part 3 provides lists

students would obtain all the outcomes identified. (MN)

ED 250 485 CE 039 958

Wentling, Tim L.; Barnard, Wynette S.
A Review of Literature Related to Outcomes of Vocational Education. Identification and Assessment of Vocational Educational Outcomes.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 84
NOTE- 26p.; For related documents, see CE 039 956-957.
CONTRACT- R-31-14-D-0124-487
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Assessment; Educational Objectives; *Educational Research; Followup Studies; Literature Reviews; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Evaluation; *Research Methodology; Secondary Education; *Vocational Education

Educational outcomes are most commonly defined as the consequences of educational programs or as changes in individuals as a result of an educational program. Vocational education outcomes are those that occur specifically as a result of a vocational education program. The processes and criteria used to identify outcomes of vocational education programs vary with the purpose of the study. Criteria used in followup studies appear to be legislative requirements and information needs of a particular audience. Studies that focus on the identification of vocational education outcomes provide somewhat more information on actual processes used to identify the outcomes. Surveys and working conferences have been used to gain input from representatives of education and business and industry on appropriate outcomes. The literature that identifies vocational education outcomes can be divided into two categories: outcomes that have been identified and assessed in followup studies of vocational and/or nonvocational graduates and outcomes that have been identified as major vocational education outcomes in studies that focus on the process of identifying and assessing outcomes. Outcomes that have been assessed vary by study but generally include knowledge, skills, and attitudes. (YLB)

(Louis E. Frenzel). The two panel discussions are a "Martin Agronski" type entitled "A Lively Exchange of Views on the Image of Correspondence Education" and a student panel discussing "What Correspondence Education Has Meant to Me." Concurrent sessions focus on "TEL TEST: Immediate Feedback on Correspondence Examinations" (Leonard Valore), "Humanizing Student Services" (Paul D. Wieland), "The Role of the Public School in Correspondence Education" (Wanda Cooksey), and "Incorporating Active Student Involvement into the Design of a Vocational Education Correspondence Course" (Mary Jane Sullivan). A summary of concurrent sessions (Jay Smink) follows. Other contents include a synthesis of the responses of the small group sessions (Lucille Campbell-Thrane) and a synthesis of proceedings, "Where Has This Forum Gone?" (Larry McCullough). The program and a list of participants and presenters are appended. (YLB)

ED 250 499 CE 040 007

McKinney, Floyd L., Comp.
Strengthening Computer Technology Programs. Special Publication Series No. 49.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 125p.
CONTRACT- 300-83-0159
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SN49--$10.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *Black Colleges; Community Colleges; *Computer Literacy; *Computer Science; Developing Institutions; Digital Computers; Faculty Development; Higher Education; Industry; *Microcomputers; *Networks; *Professional Development; Program Descriptions; Program Development; Regional Planning; School Business Relationship; Staff Development; Systems Approach; Teacher Workshops; Two Year Colleges; Vocational Directors; Vocational Education; Vocational Education Teachers

ED 250 512 CE 040 035

Curriculum Development for the 3-D Micro-Computer Lab/Civil Tech., Arch. Tech., Drafting and Design Technology. Final Report of Project.

Burlington County Coll., Pemberton, N.J.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

PUB DATE- 84

NOTE- 218p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Architectural Drafting; Behavioral Objectives; *Building Design; Classroom Techniques; *Computer Assisted Instruction; *Computer Graphics; Drafting; Electronics; Guidelines; Learning Activities; Microcomputers; *Paraprofessional Personnel; Structural Elements (Construction); Two Year Colleges; Units of Study

These eight units of instruction are the products of a project conducted at Burlington County College in Pemberton, New Jersey, to develop three-dimensional computer graphics units of instruction for use in courses designed to train students in the areas of architectural, civil, drafting and design, and electronics technology. Addressed in the individual instructional units or packets are the following topics: beam selection, loop traverse calculations, foundation footings, retaining walls, computer-aided schematic drawing, computerized specification writing for architectural projects, architectural specifications on a computer, and listings and specifications for all divisions of building specifications. Each unit contains some or all of the following: a title page outlining information concerning course content and timing, goals, a rationale, objectives, learning activities, an assignment, evaluation criteria and activities, a bibliography, sample printouts and program diagrams, a homework assignment, and answers to the homework assignment. (MN)

ED 250 513 CE 040 037

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- Aug 84

NOTE- 203p.

AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, Box 4067, Lubbock, TX 79409-4067.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Behavioral Objectives; *Competence; Competency Based Education; Consumer Education; *Course Content; *Home Economics; Homemaking Skills; Occupational Home Economics; Secondary Education; *State Curriculum Guides; Vocational Education

IDENTIFIERS- *Texas

This guide has been developed for the following reasons: (1) to identify the essential elements pertaining to each vocational home economics education course as mandated by Texas law, (2) to outline the competencies and subcompetencies to be developed in vocational home economics education classes, (3) to provide guidance to teachers for local program planning, and (4) to serve as a means of communicating the scope and content of vocational home economics education in Texas to others. The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society. The guide contains an overview of vocational home economics education in Texas, including both consumer and homemaking education and occupational home economics education. Descriptions of the instructional methods used in vocational home economics education are also provided to serve as options for local program offerings. The guide makes recommendations for class period allocations of time and a list of elements that are common to a number of courses. The guide includes an outline of competencies and subcompetencies to be developed in the respective courses and individual lists of essential elements for the vocational home economics education courses of study. The essential elements to which these competencies relate are also indicated. The competency outlines relate directly to the course content options as suggested in the subject-matter curriculum materials available through the Home Economics Curriculum Center. (KC)

ED 250 528

CE 040 059

sample forms, workshop materials, and statistical data.) (YLB)

ED 250 540 CE 040 083

Anderson, D. S., Ed.; Blakers, C., Ed.

Youth Studies Bulletin. Vol. 3 No. 4.

Australian National Univ., Canberra. National Clearinghouse for Youth Studies.

PUB DATE- Nov 84

NOTE- 147p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; Career Education; Community Programs; Dropout Research; Dropouts; Educational Philosophy; *Educational Policy; Educational Research; *Education Work Relationship; Employment Opportunities; Employment Programs; Equal Opportunities (Jobs); Federal Programs; Government Role; Part Time Employment; Policy Formation; Postsecondary Education; Program Implementation; *Program Improvement; Public Policy; Public Service Occupations; School Holding Power; *Secondary Education; Sex Fairness; Student Needs; Unemployment; Vocational Education; Womens Education; *Youth Employment

IDENTIFIERS- *Australia; Indonesia; New Zealand

This quarterly publication contains 13 articles covering various aspects of education and youth employment in Australia. "Youth Employment Strategies: Public Service of South Australia" (Jenny Rhodes) describes opportunities for South Australian youth to enter public service. "School Influences on Retention in Victorian Government High Schools" (John Ainley, Margaret Batten, Hilary Miller) discusses the differences that appropriate programs in schools can make to retention rates. "Are Girls 'Youth'?" (Shirley Sampson) and "The Culture of Our High Schools and Its Impact on Girls" (Margaret Vickers) focus on sex fairness issues. In "School and Work: Some Teacher and Student Perspectives," Lyle Munro reports on the impact of students' part-time work. Susan King reviews "Confronting School and Work," a contribution to the debate on school effectiveness by Peter Dwyer, Bruce Wilson, and Roger Woock. "A Tracer Study of School Leavers in Indonesia" (Ruth Daroesman) and "Teenage Unemployment in New Zealand" (Barrie Stacey) look at experiences in other countries. Current youth

ED 250 553 CE 040 104

Dianne, Michael A.
Using Children's Books to Enhance Career Awareness.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Books; *Career Awareness; *Careers; *Childrens Literature; Classroom Techniques; Employment Opportunities; Learning Activities; Listening Skills; Newspapers; Primary Education; *Sex Fairness; *Supplementary Reading Materials; *Work Environment; Writing Skills

This paper discusses the value of using children's books to enhance career education and presents sample learning activities for use in presenting career education concepts through children's literature. Career education for first and second graders, which focuses on teaching about jobs, work, the self, and life, is discussed first. Eleven ways in which children's books may function as a medium for providing career education are enumerated. Next, sample learning activities are presented. These activities are structured around six children's books and are designed to help the primary grade students accomplish the following objectives: think about the range of different types of careers available; become familiar with various work settings and occupations (store clerk, doctor, and waiter or waitress); understand that persons of either sex may perform the same job; become familiar with the parts of a newspaper; develop good listening skills; and practice writing skills. Each of these six sample activities contains the following: the author and title of the given children's book, one or more objectives, a list of materials needed, a list of procedures, and one or more subactivities. (MN)

ED 250 554 CE 040 108

Miller, Dolores
Implementation of Project S.E.R.V.I.C.E. Model, A New Preservice Program to Train Young Persons to Teach in Existing, New and Changing Occupations. Final Report.
Temple Univ., Philadelphia, PA. Dept. of Vocational Education.

needs, an overview of equal opportunity legislation, and an overview of a practical arts program. The third section is the instructor's guide to learning activities. It contains materials for the three modules corresponding to the three task assignment sheets on defining masculine/feminine, comparing traditional and nontraditional roles, and exploring nontraditional careers. Each module contains an instructor's guide sheet (objectives; attitudes and values to be developed; contents of task assignment sheet; checkout activities; listings of supplemental exercises, references, audiovisual materials; notes and suggestions for instruction); introductory activities; learning activities; answer keys; transparency masters; study guides; checkout activities; and the instructor's final checklist. (YLB)

ED 250 567 CE 040 150

Patton, Bob; Harp, Keith
Vocational Agriculture I.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 84
NOTE- 1,369p.; Document is printed on colored paper.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Teacher Edition: $8.75 In-State, $15.75 Out-of-State; Student Edition: $8.25 In-State, $15.00 Out-of-State).
LANGUAGE- English
EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Engineering; Agricultural Machinery; *Agricultural Production; Agricultural Safety; Agricultural Skills; Agriculture; *Agronomy; *Animal Husbandry; Behavioral Objectives; Classroom Techniques; Course Content; Farm Management; Farm Occupations; High Schools; Leadership Qualities; Learning Activities; Postsecondary Education; Recordkeeping; Safety; Student Organizations; Supervised Farm Practice; Teaching Methods; Test Items; Transparencies; Units of Study; *Vocational Education; Work Experience Programs
IDENTIFIERS- Future Farmers of America

These course materials are designed to provide a foundation of basic knowledge in production agriculture as a prelude to further

United States Senators and from individuals representing the Committee on Women's Employment and Related Social Issues, National Research Council, National Academy of Sciences; American Federation of State, County, and Municipal Employees; Emory University, Atlanta, Georgia; E.R. Clarke Associates, Inc.; and the National Committee on Pay Equity. (YLB)

ED 250 581 CE 040 186

Gottfredson, Linda S.
The Role of Intelligence and Education in the Division of Labor. Report No. 355.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 179p.
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Career Education; *Career Ladders; *Educational Background; *Education Work Relationship; Employment Level; *Employment Qualifications; *Industrial Structure; *Intelligence; Intelligence Differences; Job Performance; Job Skills; Occupational Information; Role of Education; Social Stratification; Social Structure; Vertical Organization

This paper suggests that the occupational hierarchy is based on functionally important differences among workers and their jobs and proposes a modified functional theory of occupational stratification. Section I examines the role of education in social stratification. Sections II, III, and IV review (1) functions of schooling, (2) evidence about the relation of intelligence to performance at work and in school, and (3) evidence for the multidimensional nature of job demands. Section V presents new evidence showing that cognitive and non-cognitive demands of work are related to the activities occupations actually require workers to perform and the more difficult jobs tend to be the most critical and prestigious. Section VI provides new evidence that educational requirements for jobs can be explained largely by intelligence demands. Section VII presents a theory of naturally occurring occupational hierarchies. A review of the contributions of previous sections to a modified functional theory is followed by

classroom activities, suggested modes of assessment that can be adapted for training purposes, and supplemental references. The modules cover the demographic aspects of aging, adult development changes, physiological changes and health problems of aging, psychosocial aspects of aging, adaptation of older adults, potential crisis situations (e.g., preretirement, retirement, leisure, relocation, and housing), death, minority group older adults, counseling approaches, paraprofessional peer counseling roles, counseling programs and environments, practica and internships for student counselors, and aging relevant issues, policies, and legislation. (BL)

ED 250 595 CG 017 794

McFadden, John, Ed.; Brooks, David K., Jr., Ed.
Counselor Licensure Action Packet. Revised Edition.
American Association for Counseling and Development, Alexandria, VA.
PUB DATE- 83
NOTE- 131p.
AVAILABLE FROM- American Association for Counseling and Development, Publication Sales, 5999 Stevenson Ave., Alexandra, VA 22304 (order number 72129 $7.50 members; $10.00 non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Certification; *Counselors; Guidelines; Lobbying; *Policy Formation; Political Issues; Resources; *State Legislation

This booklet on counselor licensure is intended for professional counselors who may be interested in working toward the passage of counselor licensure legislation. Following a brief introduction to the topic of counselor licensure, a list of resource persons is given. A history of licensure and related credentialing activities is provided, followed by legislative guidelines for the passage of counselor licensure laws. Tips for working with legislators, and a series of articles on power, love, money, and politics are included. A discussion of legislative testimony and an example of the legislative process are presented. Suggested legislative language for counselor licensure laws and an example for a professional disclosure statement are given along with selected references. The appendices present licensure laws from Texas, Florida, Idaho, and North Carolina, as well as a position paper on

ED 250 610   CG 017 809

Welch, Frances C.
Difficulties Associated with the Diagnosis of Emotional Disturbance.
PUB DATE- 25 Aug 84
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; Evaluation Methods; Measurement Techniques; Personality Problems; *Psychological Evaluation; *Reliability; *School Psychologists
IDENTIFIERS- *South Carolina

School psychologists have traditionally experienced difficulty in assessing children referred for special services. In order to determine if the diagnosis of emotional disturbance in South Carolina schools follows the guidelines provided by the South Carolina Department of Education publication "Procedures for the Survey, Screening, Evaluation, Placement, and Dismissal of Children Into and Out of Programs for the Handicapped," 79 public school districts were surveyed; 54 (68%) of the districts responded. Results showed that the school psychologists reportedly acquire data from the child's environment by using behavioral checklists, anecdotal records, the referral form, and documentation of previous interventions. They acquire information from the child via intelligence, achievement, and projective/personality tests. Although consistency in diagnosis was found, the validity of the projective/personality tests being using (Bender Gestalt, Draw A Person, House Tree Person) for assessing personality or emotional difficulties is questionable. Despite these problems, the diagnostic process for determination of emotional disturbance was reported to be consistent and thorough, with information and data being gathered from a number of sources. (Data concerning the school districts involved and specific responses are appended in tables.) (LLL)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; Counseling Services; *Counselor Training; Higher Education; Practicums; Program Development
IDENTIFIERS- *Health Psychology

Health psychology has emerged as a potentially distinct specialty within counseling psychology. To determine the nature and extent of health psychology training in counseling psychology programs, 55 training directors of counseling psychology programs that are either members of the Council of Counseling Psychology Training Programs (CCPTP) or are approved, or being approved, by the American Psychological Association were surveyed. The survey focused on identifying information about the program, course work in health psychology available either within or outside the program, applied experiences, research interests, and placement. The results of the survey (response rate of 89%) showed that almost 60% of the programs had no health psychology course work. Those programs offering relevant courses indicated courses focusing on substance abuse, disability, general health psychology, and rehabilitation. Fifty-nine percent of the programs reported practicum placements in health psychology. An average of 1.5 faculty per program was reported to have health psychology as an interest area. Students reported a moderate interest in the subject area, with 18% of them participating in related research. A moderate percentage (35-40%) of the programs reported no internships or job placements in health psychology related settings. These findings suggest that there is a moderate interest in health psychology research and practice among counseling psychology faculty and students. (The survey questionnaire is attached.) (BL)

ED 250 626 CG 017 827

Stilson, James E.
A Pathfinder's Report: A Historical and Progressive View of Record Keeping.
PUB DATE- Mar 84
NOTE- 19p.; Paper presented at the Annual Meeting of the Western Gerontological Society (30th, Anaheim, CA, March 17-21, 1984).

to evaluate study strategy effectiveness, and students' ability to self-monitor their level of comprehension of course material, 26 undergraduates were asked to complete a questionnaire prior to each of the four exams given during one course. The questionnaire elicited information about time spent studying, study strategies used, use of the study guide, perceived readiness, days absent, year in school (freshman, sophomore, etc.) and predicted grade. Results indicated that type of study strategies used was most consistently related to actual grade on the exams. Scores on the test, however, were unrelated to students' perceptions of their readiness for exams, suggesting inaccuracy in comprehension monitoring. Implications for future research include verifying the relationship between type of strategies used and actual test performance. (The questionnaire and exam scores are appended.) (LLL)

ED 250 641 CG 017 843

Liese, Bruce S.
Self-Awareness in a Quasi-Counseling Interview.
PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); College Students; *Counseling Techniques; Females; Higher Education
IDENTIFIERS- *Self Awareness; *Treatment Outcomes

The relationship between self-awareness and counseling outcome has received little attention in the counseling research literature. In order to test the relationship between counselor-induced and dispositional self-awareness and counseling outcomes, 60 female undergraduates participated in two audiotaped sessions. In the sign-up session subjects' sociability behaviors were rated as they interacted with a confederate. In the quasi-counseling interview subjects discussed real concerns with a counselor who either reflected their thoughts and feelings (mirroring) or encouraged them to talk (non-mirroring). Subjects then completed a sociability self-rating form for the veridicality measure, a sentence completion form to measure self-awareness (Exner, 1973, and the short version of the Counselor Rating Form. Analysis of results

IDENTIFIERS- *Navy

A study investigated the reading comprehension levels, aptitude scores, high school graduation status, and years of education of United States Navy recruits and the relationship among these variables. Data for the study were obtained from the monthly computer managed instruction system reports on Navy recruit characteristics, which in turn is based on recruits' performances on the Gates-MacGinitie Reading Comprehension Test and the Armed Services Vocational Aptitude Battery. Analysis indicated that while the recruit population remained relatively stable, monthly distributions varied for such factors as reading grade level (RGL) scores, high school graduation status, high school graduate recruits who scored above and below the 6.0 RGL criterion, and high school graduation status of recruits who scored below the 6.0 RGL. Analysis also indicated that the proportion of recruits who obtained RGL scores below 6.0 is higher for high school graduates than for non-high school graduates. The findings suggest that the management of the Navy's Academic Remedial Training Program (ART) needs to be prepared to make adjustments in resource requirements as the recruit population changes throughout the year. By being aware of these changes, more efficient allocation and use of resources can be achieved for the ART program and the recruit training centers. (RBW)

ED 250 656 CS 007 815

Kettlewell, Gail B.

Preparing the Student to Read the Text.

PUB DATE- 29 Oct 83

NOTE- 25p.; Paper presented at the Annual Conference of the South Atlantic Modern Language Association (Atlanta, GA, October 29, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cloze Procedure; *Goodness of Fit; Higher Education; Readability Formulas; *Reading Comprehension; *Reading Instruction; *Reading Materials; Reading Readiness; *Reading Strategies; Teaching Methods; *Textbooks

IDENTIFIERS- Prereading Activities

College students can read, but they often lack the prereading and

ED 250 671 CS 007 839

Bates, Gary W.
A Report on College-based Reading Clinics: Where Are We Going?
PUB DATE- 9 May 84
NOTE- 14p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Financial Support; Higher Education; Operating Expenses; Program Descriptions; *Program Effectiveness; *Reading Centers; *Reading Programs; *Reading Research; *School Surveys; Staff Utilization

A questionnaire was mailed to 341 colleges and universities granting graduate degrees in reading to obtain information about the function and operation of their reading clinics. The concerns addressed include the function of the clinic, the type of clients served, the type of staff employed, the kinds of services offered, and the kind of funding used to operate the clinic. Two hundred forty-two responses were returned and analyzed. Among the findings are the following: (1) clinical experiences in reading education were provided by 87% of the respondents, but only 74% actually had a clinical facility within the university setting; (2) the most frequently served clients were elementary school students; (3) the clinics were staffed primarily by college faculty who served as full-time supervisors in 23% and part-time supervisors in 41% of the schools; (4) the services most frequently cited were the diagnosis of silent and oral reading proficiency, word recognition skills, and study skills; (5) client fees were charged by 57% of the colleges and universities; (6) the major function of the clinics was to provide service to the community; (7) lack of funding, lack of administrative support, and lack of someone in charge were the major obstacles to the effective operation of the clinic; (8) the most frequent response concerning future plans was to maintain the status quo; and (9) future plans included expansion in three areas: space, numbers of clients, and services. (HOD)

can see that opportunities occur for brief, spontaneous sharing between one child and another. Some stories are so distinctive in plot, character development, or writing style that they evoke further involvement with these elements of the story through the child's writing. A child's literary development can also grow through frequent reading in a variety of genres. In addition, a patterned language book can be savored and revisited through reading aloud and writing stories based upon the language pattern. Planning and getting meaning across through voice inflection, pause, and pacing offer yet another way for stretching the entire literary experience, which not only deepens understanding of a story, but also permits the story to have impact on its readers' lives. (HOD)

ED 250 685 CS 208 636

White, Fred D.
Reconsidering the Usefulness of Rhetoric Textbooks in Freshman Composition Courses.
PUB DATE- 84
NOTE- 15p.; An earlier version of this paper was presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Instructional Materials; *Rhetoric; Student Needs; Teaching Methods; *Textbook Content; *Textbook Evaluation; *Textbook Preparation; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Discourse Modes

Rhetoric textbooks continue to proliferate while writing teachers continue to grow more skeptical of their usefulness. The key question educators need to answer is whether all available composition textbooks are ineffective in the sense of being based on false notions about the composing process, or whether they are "intrinsically" ineffective. Some instructors argue for the latter case, but inexperienced writers do need certain kinds of information during their apprenticeship: for example, on the abstract principle of coherence. Such information in the context of writing instruction is most meaningful when it engagingly illuminates strategies, ways of experimenting and trying something the students encountered information about psychology in the media on a fairly regular basis. (HOD)

ED 250 701 CS 208 657

Guenther, John

Fun with the Funnies: 50 Motivating Activities for Language Arts, Writing, and Social Studies, Grades 4-6. Good Year Book in Language Arts and Reading.

REPORT NO.- ISBN-0-673-15637-0

PUB DATE- 83

NOTE- 65p.

AVAILABLE FROM- Good Year Books/Scott, Foresman and Company, 1900 East Lake Ave., Glenview, IL 60025 ($7.95).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)

DESCRIPTORS- *Comics (Publications); Elementary Education; Instructional Materials; Language Arts; *Learning Activities; *Motivation Techniques; *Newspapers; Social Studies; Teaching Methods; Writing Instruction

Noting that the newspaper is a relevant, comprehensible, up-to-date, inexpensive, and motivating classroom resource, this book contains 50 comic strip activity sheets, specifically for students with low motivation. Each activity has a clearly defined objective stated in question form. When possible, the activities are sequenced by level of difficulty. The activities are organized into two basic topic areas: (1) language arts/creative writing, and (2) current events/human behavior. (HTH)

ED 250 702 CS 208 660

Literature/Reading Surveys for Library/Media Specialists and Teachers. A Packet of Student Questions.

California Media and Library Educators Association, Burlingame.

PUB DATE- Jun 84

Hill, Ada; Boone, Beth
If Maslow Taught Writing: A Way to Look at Motivation in the Composition Classroom. Writing Teachers at Work.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
NOTE- 72p.; Prepared through National Writing Project.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Educational Theories; English Curriculum; *English Instruction; Higher Education; *Motivation Techniques; Secondary Education; Student Motivation; Teacher Role; Teaching Methods; *Writing Evaluation; Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- *Maslow (Abraham); National Writing Project; *Theory Practice Relationship

Intended for use by teachers at both the college and the secondary school level, this booklet describes a method of getting students to write using the motivation theories developed by the psychologist Abraham Maslow. The first chapter of the booklet reviews Maslow's basic principles as they apply to the teaching of writing, but includes a cautionary note to the effect that interested persons would do better to read Maslow in the original. The second chapter discusses the tools and methods available to teachers for assessing students' writing needs, while the third outlines a number of general motivational strategies for use in the classroom. The fourth chapter deals with designing writing assignments that meet students' needs and goals, and the fifth explains how to implement this type of writing program. A short list of resource references concludes the booklet. (RBW)

ED 250 716 CS 208 687

Howgate, Lynn
Building Self-Esteem through the Writing Process. Writing Teachers at

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Ancient History; *Beliefs; Communication (Thought Transfer); Content Analysis; *Greek Literature; *Persuasive Discourse; Philosophy; *Rhetoric; Speech Communication; Theories
IDENTIFIERS- *Rhetoric as Epistemic

The notion that rhetoric (and to a lesser extent, argument) is epistemic is an increasingly popular one today, although it can be traced to ancient Greece. The notion holds that rhetoric, or the art of persuasion, creates and shapes knowledge. Two ancient authors--Aristophanes and Plato--provide evidence that others had notions of rhetoric as epistemic. Passages in Aristophanes's "The Clouds" suggest that through speech one may alter perceptions of the world. In the "Gorgias," Plato has Gorgias establish the claim that rhetoric is capable of producing belief regardless of the actual state of affairs. Clearly, both Aristophanes and Plato report the existence of a notion of rhetoric as epistemic. Aristophanes openly satirizes it, while Plato purports to engage adherents of this view in philosophical debate. For the sophist, Protagoras, knowledge was subjective and consisted only of appearances. He further argued that rhetoric was capable of making the weaker argument appear stronger. Gorgias's surviving writings provide an explanation for the claim that one cannot know reality or communicate it. Persuasion is able to function because human beings lack memory of the past, awareness of the present, and foreknowledge of the future. Isocrates also recognized one's inability to foretell the future. He declared that rhetoric made the great seem small and the lowly seem grand. Thus, the ancients did have a conception of rhetoric as epistemic. (HOD)

ED 250 731 CS 504 739

Phillips, Neil
Knowledge of the Debate Critic-Judge.
PUB DATE- Nov 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); *Debate; Judges; *Knowledge Level; Persuasive Discourse; Sociolinguistics; *Speech

Jensen, Marvin D.
Teaching Nonverbal Communication from a Humanities Perspective.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; *Educational Needs; Higher Education; *Humanities; *Human Relations; *Interdisciplinary Approach; Interpersonal Relationship; Liberal Arts; *Nonverbal Communication; Personal Autonomy; Speech Communication

The amorphous nature of nonverbal study can benefit from the unifying yet pluralistic perspective of the humanities and liberal arts. Those who teach, write, and create under the broad rubric of the humanities appreciate the complexity of human life and try to honor the subtle and the special in human actions and creations. When addressed from this perspective, nonverbal behaviors can be seen as clues to individual complexity rather than as descriptors that can be "read." When guided by a humanities perspective, a student of nonverbal behavior can learn that the only label which accurately describes any person is complex. By avoiding generalizations and honoring individual complexities, a student can go beyond hasty certainties and achieve cautious awareness. When approached from a humanities perspective, the study of nonverbal communication can also enhance the ability to pause, choose a response, and achieve freedom from external stimuli. By encouraging the awareness that allows choice, the study of nonverbal patterns can further the arts of freedom--and thus serve the best tradition of the humanities. Consciousness of nonverbal patterns can also increase cross-cultural understanding. In addition, the application of research into nonverbal processes can enhance the quality of human life. At best, a humanities perspective can help a student respect the symbols and extensions of individual lives. (HOD)

ED 250 746 CS 504 758

Tuttle, George E.
An Analysis of Communication Competency, Content, and Methodology Reported in Secondary Schools in the United States.
PUB DATE- Nov 84

IDENTIFIERS- *Audience Awareness; *Rhetorical Sensitivity

Two hundred forty-five students in a basic speech making course were tested both before and after the course by the Rhetorical Sensitivity Scale (RHETSEN) and by their reactions to three hypothetical speech situations, to determine: (1) whether their rhetorical sensitivity scores would change after completion of such a course, and (2) whether audience sensitivity scores changed. The RHETSEN, consisting of 40 Likert-type items, measured such factors of rhetorical sensitivity as interpersonal candor, inventional complexity, and interaction consciousness. In each of the three hypothetical speech situations (the audience sensitivity instrument), a speaker was asked to speak to a designated audience about a general topic. The instrument asked students to indicate in writing how they would have approached the task of preparing a speech for each of the three occasions. Test scores and content analysis revealed positive significant differences. It was therefore concluded that students enrolled in the basic communication course did experience an increase in both rhetorical sensitivity and audience sensitivity scores. (HOD)

ED 250 760 CS 504 774

Delgado, Ramon
Helping the Playwright's Dreams Get Out: Using Models in the Teaching of Playwriting.
PUB DATE- Aug 84
NOTE- 14p.; Paper presented at the Annual Meeting of the American Theatre Association (San Francisco, CA, August 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Characterization; *Drama; Higher Education; Language Styles; *Literary Devices; *Models; *Playwriting; Scripts; Speech Communication; *Teaching Methods; Theater Arts; *Writing Instruction

The skills of playwriting are correctable, the craft of playwriting is teachable, and the art of playwriting is encourageable. In the area of craft, students can learn through models how accomplished playwrights deal with plot, characterization, dialogue, and theme. For the first element, plot development, students can look at written models to understand the use of the traditional elements of

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Discrimination; Educational Finance; *Educational Improvement; Educational Opportunities; *Educational Vouchers; Elementary Secondary Education; *Equal Education; *Federal Legislation; Government Role; Low Income; Parent Rights; Parents; *Private Education; *Public Education; Racial Integration; School Choice
IDENTIFIERS- *Education Consolidation and Improvement Act 1981; Proposed Legislation

An education voucher system would be more egalitarian than the existing tax code and would force the educational establishment to pursue needed reforms. The current property tax deduction system favors the rich, but the voucher system would offer the same relief to every taxpayer regardless of income and even would provide assistance to poor, nontaxpaying families. The money for this program can come from transforming Chapter 1 of the Education Consolidation and Improvement Act into a voucher system, continuing the program's focus, but making it consumer-oriented rather than provider-oriented. This is essentially what the Equal Educational Opportunity Act would do. Those who argue against changes in Chapter 1 say it is a successful program, but there is no strong evidence in the form of increased student achievement. They suggest lower-income parents are not able to make the best education decisions on their own; such parents, however, are educationally perceptive. Opponents fear increases in racial segregation, yet the average private school is considerably better integrated than the average public school. The issue of principle is this: whose child is it? If the answer is "the parents," the burden of proof is on those who would limit, regulate, or deny parental choice. If the answer is "the state," then the burden of proof falls onto the parental mavericks who seek "exemption" from the universal presumption that government is the superior educator. Recent history has shown that as parental choice has been replaced by centralized educational decision-making, academic performance has declined. (DCS)

ED 250 775 EA 017 245

Alexander, Benjamin H.; Royster, Preston M.
Issues in the Educational Progress of Black People.
PUB DATE- 84
NOTE- 41p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p191-230. For the complete document, see EA 017 236.

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Consultants; Cooperative Planning; Educational Improvement; Elementary Secondary Education; *Inservice Teacher Education; Management Development; *Professional Continuing Education; *Professional Development; *Staff Development; Staff Orientation; Teacher Administrator Relationship; Teacher Improvement; Teacher Orientation; *Teacher Workshops; Test Interpretation
IDENTIFIERS- Arizona; California; Nevada; United States (Southwest)

This study investigates the nature and scope of current staff development activities and their relation to better teaching or school improvement in a representative sample of school districts and private schools in Arizona and southern parts of California and Nevada. Findings are based on telephone discussions with 72 administrators in the region. A brief report on the status quo of staff development is followed by a delineation of three general categories: (1) school-based mandatory staff development, whose purpose is to maintain smooth operation of the school (i.e., orientation sessions or previews of instructional materials); (2) district-sponsored staff development workshops for professional development of teachers or administrators; and (3) coursework offered by colleges or universities. Other topics discussed include the use of outside consultants, determination of topics for training sessions, the effects of reduced school funding, and staff development for test interpretation. The final section presents administrators' views of the limitations of the "workshop" format, along with current recommendations from several commissions for sustained activities in collaborative school planning for teachers and administrators. Appendixes provide (1) examples of kinds of staff development, (2) categorized frequency status, and (3) enrollment sizes and locations of the districts participating in the inquiry. (TE)

ED 250 789 EA 017 296

Carney, Juanita; Chrispeels, Janet
Schools and Communities Working Together: For Effective Schools and Stronger Communities. Reprint.
San Diego County Office of Education, CA.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Jan 84
NOTE- 208p.

ED 250 802 EA 017 310

Marsh, Colin; And Others
International Perspectives on Educational Change. Research on the Improvement Process in Schools and Colleges.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-R-3170
PUB DATE- Apr 83
NOTE- 199p.; Papers presented in the symposium on International Perspectives on Educational Change at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983). For selected individual documents, see ED 231 584, ED 231 788, and ED 233 439. For other related documents, see EA 017 309-311 and EA 017 320-324.
AVAILABLE FROM- Publications Sales, Research and Development Center for Teacher Education, EDA 3.203, University of Texas at Austin, Austin, TX 78712-1288 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Role; Adoption (Ideas); *Change Strategies; *Curriculum Development; Data Analysis; *Educational Change; *Educational Innovation; Elementary Secondary Education; *Foreign Countries; Instructional Development; Instructional Improvement; Organizational Change; Principals; Staff Development
IDENTIFIERS- American Educational Research Association; Australia (Western Australia); Belgium; Concerns Based Adoption Model; Manitoba; Netherlands; Vermont

These papers represent the efforts of individual researchers from five countries: Australia, Belgium, Canada, The Netherlands and the United States. Each paper reports on educational change in a different country, based on the Concerns-Based Adoption Model developed at the Research and Development Center for Teacher Education at the University of Texas at Austin. Papers included are as follows: "Implementing a High School Geography Curriculum in the State of Western Australia," by Colin J. Marsh (Australia); "Studying Change in Primary and Secondary Schools in Belgium and the Netherlands," by Roland Vandenberghe (Belgium); "The Effectiveness of Concerns-Based Staff Development in Facilitating Curriculum Implementation," by Jim Leary (Manitoba, Canada); "A Study of Curricular and Instructional Change Processes in Rural High Schools," by Robert Larson (Vermont, United States) and "The

Hall, Gene E.; Guzman, Frances M.
Sources of Leadership for Change in High Schools.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-R-3185
PUB DATE- 84
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). This paper is alternately available as one of five symposium papers constituting a separate document, EA 017 311. For other related documents, see EA 017 309-310 and EA 017 320-324.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistant Principals; Department Heads; *Educational Change; *Innovation; *Leadership; Occupational Information; *Principals; Secondary Education; *Secondary School Teachers; Superintendents; Supervision; Teacher Evaluation

In examining the dynamics of change processes in high schools, this study makes initial interpretations about school officials who serve as change facilitators. The researchers found that a trend exists for the source of change to come from outside the high school. Principals, assistant principals, and department heads as well as central office staff and teachers are obvious role groups to take the lead in implementing change in high schools. Some principals do act as active change facilitators. Department heads, in most cases, do not facilitate change implementation. The role assistant principals play in facilitating change is defined by the principal. If principals are passive, then assistant principals maintain the status quo; when active principals involve assistant principals there tends to be a dynamic change facilitating team. The dynamic of the central office is similar to that within the school; if the superintendent or the assistant sets a priority for change, then the central office staff is active in that direction. In general, teachers rarely act as change facilitators. While it is difficult to make sweeping generalizations or to propose specific prescriptions, there is a need to further study the roles of underutilized staff, and to clarify potential roles that staff can assume. Without clarification and assistance, change will be treated as an event rather than as a process. (MD)

Educational Research Association (Dallas, TX, 1981).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; Educational Innovation; Elementary Secondary Education; Field Interviews; Intervention; Personal Narratives; *Principals; *Questioning Techniques; Research Design; *Research Methodology; *Teacher Administrator Relationship
IDENTIFIERS- Concerns Based Adoption Model

In preparation for a major research study on change in schools, a 3-month pilot study of principals in 10 schools was conducted in central Texas. The main purpose of the study was to investigate different ways to document the actions taken by the principals to facilitate implementation of innovations in their schools. In this paper, the procedures and methodology of the pilot study are described, followed by analysis of the relative strengths and weaknesses of the five data collection procedures tested: (1) a written log maintained weekly by the principal; (2) a weekly report submitted via audio tape; (3) weekly reports over the telephone; (4) a monthly face-to-face "game plan" interview; (5) a face-to-face Stages of Concern interview. Results of the pilot study led to the conclusion that a combination of logging and interviewing procedures might be used in the major study. An ideal technique, resulting from the research, is described, and other implications of the pilot study for the collection and analysis of qualitative data are discussed. An appendix provides an overview of the major study and its procedures. (TE)

ED 250 830 EA 017 347

Seigel, Peggy M.
Survey of 1983 State Efforts to Improve Education. Education Program Memorandum.
National Conference of State Legislatures, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
NOTE- 14p.
CONTRACT- 400-83-0027
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computers; *Curriculum Development; *Educational Change;

Virginia Dialysis Facilities, Inc.; the Charleston Renal Group; and the Kanawha County Adult Basic Education Program. As of November 1984, approximately 45 individuals of the 60 receiving treatment at the dialysis facility were enrolled in the program. Instruction was provided to these patients in the following subject areas: basic academic skills, skill improvement, preparation for the General Educational Development Test, basic life-coping skills, and exercise. After 13 months of operation, the program had gained a high level of acceptance by the unit's staff and by the program participants; participants looked forward to the days when they would have something to do while receiving dialysis treatment, were proud of their achievements in the program, seemed to lose some of their feelings of nervousness toward the treatment, and manifested an overall improvement in their self-concept and self-esteem levels. The sensitivity of the teachers to patients' individual needs, the program's flexibility, and the use of the individualized learning approach were cited as the three factors most responsible for the success of the program. (MN)

ED 250 446 CE 039 797

Hiemstra, Roger; And Others
Personal Computers, Telecommunications, and the Adult Education Professional.
PUB DATE- 8 Nov 84
NOTE- 22p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 8, 1984). Portions of appendices contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Adult Education; Computer Assisted Instruction; Data Processing; Equipment Utilization; Information Dissemination; *Information Processing; *Information Seeking; *Microcomputers; Teaching Methods; *Telecommunications
IDENTIFIERS- Electronic Bulletin Boards; *Information Transfer

Personal computers and the many telecommunications options will have an important role in the facilitation of improved professional practice of adult educators. Three items are needed to set up for telecommunications: the personal computer, the modem, and a communications (software) package. Potential uses of personal computers by adult educators include bibliographic and information

illustrations, and problem-based examples of procedures. It begins with a content overview outlining chapter purposes and audience and a self-assessment checklist that can help readers determine the usefulness of each chapter. The first section, "The Mission," explains what a VIP committee is, why it is important, what its functions are, and how to organize one. The second second, "The Structure," addresses committee structure, including charter; member qualifications, skills, and responsibilities; and officers. The third section, "The Activity," is composed of a chapter on effective operation, including typical problems faced by a VIP committee; a chapter on strategies and techniques for meetings, orientation, recordkeeping, recognition, reporting, self-evaluation, conflict resolution, technical assistance, and public relations; and a chapter comparing group activity techniques and assessing their effectiveness. Appendixes include an informational brochure for prospective members, an outline of a new member handbook, resources available from the states, addresses of state vocational directors and advisory committees, instructions on the use of six group management tools, descriptions of exemplary programs, and references. (SK)

ED 250 460 CE 039 884

Hull, William L.
R&D Outcomes: An Examination of Product Distribution, Use and Impact in Vocational Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 76p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Effectiveness; Evaluation Criteria; Federal Aid; Guidelines; *Information Dissemination; Program Costs; *Research and Development; Research Design; Research Problems; Research Projects; *Research Utilization; *User Satisfaction (Information); Use Studies; *Vocational Education
IDENTIFIERS- Impact Studies

A study examined the distribution, use, and impact of vocational

of references materials, instructional resources (some annotations are included), and publishers and distributors. (YLB)

ED 250 472 CE 039 922

Schneider, Walter

Training High Performance Skills: Fallacies and Guidelines. Final Report.

Illinois Univ., Champaign. Human Attention Research Lab.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

REPORT NO.- HARL-CNR-8301

PUB DATE- Aug 84

NOTE- 40p.; Document contains small type.

CONTRACT- N000-14-81-K-0034

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Adult Vocational Education; *Guidelines; *Job Skills; *Job Training; Learning Processes; Military Training; Program Design; *Skill Development; *Skilled Workers

IDENTIFIERS- *High Performance Skills

High performance skills are defined as ones: (1) which require over 100 hours of training, (2) in which a substantial number of individuals fail to develop proficiency, and (3) in which the performance of the expert is qualitatively different from that of the novice. Training programs for developing high performance skills are often based on assumptions appropriate for simple skills but fallacious when extended to high performance skills. Six fallacies of training are described. They are: practice makes perfect; it is best to train the total skill; skill training is intrinsically enjoyable; the goal of training is to produce accurate performance; initial performance is a good predictor of trainee and training program success; and once the learner has a conceptual understanding of the system, proficiency will develop in the operational setting. Empirical characteristics of high performance skill acquisition include: long acquisition rates; heterogeneity of component learning; development of inappropriate strategies; and training of time-sharing skills. A tentative set of working guidelines for acquisition of high performance skills consists of the following 11 rules: (1) present information to promote consistent processing by the operator, (2) design the task

ED 250 486 CE 039 966

Scarborough, Jule Dee; Ellis, Joseph R.
Working at Saving Time in Education: An Innovative Vocational Education Delivery System. Final Report FY 1983-84.
Northern Illinois Univ., De Kalb. Dept. of Industry and Technology.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 84
NOTE- 594p.; Pages 25-32 are in marginally legible type. For a related document, see ED 240 353.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Attitude Change; *Audiovisual Instruction; *Bus Transportation; Delivery Systems; Employment Interviews; *Employment Potential; High Schools; *Instructional Innovation; Job Search Methods; *Job Skills; Material Development; Mathematics; Mathematics Materials; Models; Nontraditional Education; Program Development; Program Evaluation; Program Implementation; Resumes (Personal); *School Buses; Secondary Education; Student Attitudes; Vocational Education

The second year of a project that developed and implemented a model for on-bus instruction during travel time from two high schools to area vocational centers demonstrated that such an innovative delivery system was viable and effective. All units from Pollock's "A Curriculum Guide for Pre-Employment Skills" were adapted for use in the project. Worksheets and tests were developed to supplement the taped materials. Six units on basic mathematics were also taped for use during on-bus instruction. Students in experimental groups scored higher on posttests for knowledge of employability/job survival skills but did not acquire a favorable attitude toward using bus time for instructional purposes. Following the 13-page abstract are extensive appendixes, including a manuscript submitted for publication describing the project, a summation of evaluation data, and cognitive and attitudinal measures. Printed copies are provided of the material found on the tapes and student handouts that include information sheets, worksheets, and tests. A sheet preceding the materials for each tape indicates unit, lesson, and tape number or letter; title; topic; objective; activities; and

IDENTIFIERS- Corporations; *Local Area Networks

Three papers present examples of strategies used by developing institutions and historically black colleges to strengthen computer technology programs. "Promoting Industry Support in Developing a Computer Technology Program" (Albert D. Robinson) describes how the Washtenaw Community College (Ann Arbor, Michigan) Electrical/Electronics Department used industrial support to develop the Digital Equipment Technology Program. It describes these methods to promote industry support: advisory committees, program reviews with industry, and selection of a broad range of laboratory equipment for generic training. A glossary is provided. "Local Area Networks (LANs) of Microcomputers in Education" (Clifford D. Layton) describes a particular implementation and utilization of a LAN of microcomputers at Rogers State College in Claremore, Oklahoma, in 1982. It also discusses, in general, the usefulness, nontechnical theory, selection criteria, and availability of LANs of microcomputers in 1984. "Systems Approach to Computer Literacy for Vocational Educators: A Professional Development Seminar for Faculty and Staff" (Mildred Fitzgerald Johnson) shares with vocational educators and administrators the procedures used in planning, implementing, and evaluating a computer literacy workshop through a systems approach. It describes a successful program for vocational educators conducted by the business education department at Cheyney University of Pennsylvania. Workshop materials and correspondence are appended. References follow each paper. (YLB)

ED 250 500 CE 040 009

McLean, Gary N.

Teaching Keyboarding/Typewriting. Delta Pi Epsilon Rapid Reader No. 5.

Delta Pi Epsilon, St. Peter, Minn.

PUB DATE- 25 Feb 84

NOTE- 76p.

AVAILABLE FROM- Delta Pi Epsilon National Office, Gustavus Adolphus College, St. Peter, MN 56082-9989 ($4.00; 20% discount on 4 or more).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Business Education; *Course Content; Courseware;

Initiatives in Technical and Further Education. Number 8.
National TAFE Clearinghouse, Adelaide (Australia).
PUB DATE- Sep 84
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Access to Education; *Adult Education; Annotated Bibliographies; Career Education; Clearinghouses; Curriculum; Curriculum Development; Educational Media; Educational Needs; Educational Objectives; Educational Planning; Educational Policy; Educational Practices; Educational Research; Educational Trends; Education Work Relationship; Futures (of Society); Guidelines; Instructional Development; Instructional Materials; Postsecondary Education; Prevocational Education; Relevance (Education); Secondary Education; Sex Discrimination; Teacher Education; Teaching Methods; *Technical Education; Technological Advancement; *Vocational Education
IDENTIFIERS- *Australia

This booklet comprises abstracts of 157 works (document numbers 1025-1181) dealing with technical and further education that are available through the Australian Technical and Further Education (TAFE) Clearinghouse system. Included among those materials annotated are works dealing with programs in specific subject areas, access to education, curriculum development and evaluation, the education-to-work relationship, educational planning and policy, educational media, classroom techniques and teaching methods, educational testing, job analysis, job search, a national core curriculum, prevocational education, sexism and sex discrimination, and teacher education. Each entry contains the following elements: a TAFE document number, an accession number, the State of origin of the document, a State clearinghouse accession number, the author(s) and title of the work, its date of publication and publisher, its format, its availability, its price, descriptors taken from the Australian Thesaurus of Educational Terms and the Glossary of TAFE Terms, identifiers not adequately covered in either of these two authorities, and an abstract. Subject and author indexes are provided. (MN)

Employability.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 84
NOTE- 178p.
AVAILABLE FROM- Home Economics Curriculum Center, Box 4067, Texas Tech University, Lubbock, TX 79409-4067.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Basic Skills; Behavioral Objectives; *Career Development; *Career Education; *Competency Based Education; *Employment Potential; Energy Conservation; *Job Search Methods; Learning Activities; Occupational Safety and Health; Safety Equipment; Secondary Education; Self Evaluation (Individuals); Success; *Vocational Adjustment
IDENTIFIERS- Free Enterprise System

This workbook contains seven units designed to help secondary-level vocational education students develop the employability skills necessary to find, keep, and advance in a job. Addressed in the individual units of the workbook are the following topics: assessing individual values, abilities, and interests; finding a job; developing basic telephone usage, mathematics, and reading skills; working safely; conserving energy; advancing in a job; and sharing in the American free enterprise system. Each unit includes learning activities in the form of questions, puzzles, and case studies that are designed to help students master the competencies and subcompetencies covered in it. Also provided in the workbook are an answer key to the exercises, a list of selected references, and a list of publishers. (MN)

ED 250 529 CE 040 060

The Special Child: Instructor's Guide.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 84
NOTE- 282p.; For the student laboratory manual, see CE 040 061.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech

studies research is summarized in "Youth Labour Market: The Effects of Unemployment" (C. Blakers); "The Community Employment Program: Job Creation or Work Experience?" (Moira Rowland); and "The Community Employment Program: Valuable Experience for Future Planning" (Annie Kavanagh). The Participation and Equity Program is considered by Gerald Burke in "Demography, Participation and Finance: Some Aspects of the Commonwealth's Guidelines" and David Pettit in "The Participation and Equity Program: One Year On." (KC)

ED 250 541 CE 040 084

Youth Studies Abstracts. Vol. 3 No. 4 and Index 1981-84: Subject Index, Author Index.

Australian National Univ., Canberra. National Clearinghouse for Youth Studies.

PUB DATE- Nov 84

NOTE- 152p.; For related documents, see ED 240 306-307, ED 244 079-080, ED 247 454-456, and CE 040 083.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)

DESCRIPTORS- Abstracts; Citations (References); Curriculum Development; *Disabilities; Educational Policy; *Educational Research; *Education Work Relationship; Elementary Secondary Education; Gifted; Instructional Materials; Job Training; Part Time Employment; *Program Descriptions; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Program Proposals; *Research Projects; *Womens Education; Work Experience Programs

IDENTIFIERS- *Australia

This quarterly publication contains 106 abstracts of educational materials published in Australia, covering social and educational developments, programs, and program materials. In the first two sections of the document, the abstracts are arranged in clusters according to prime subject matter. The topics covered, listed at the front of the booklet, include the following: aborigines, disabled/handicapped, education (aims, technology, and funding), women's education, programs (cooperatives, disabled, gifted/talented, job training, rural education, and work experience), schooling (directions, assessment, curriculum, disabled, part-time employment, practices, work experience, and

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 30 Jun 84
NOTE- 32p.; Light type throughout the document.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Education; Cooperative Planning; Demand Occupations; *Emerging Occupations; *Industrial Training; Job Skills; On the Job Training; Postsecondary Education; Practicums; *Preservice Teacher Education; Program Effectiveness; Program Implementation; Records (Forms); Secondary Education; Statewide Planning; *Teaching Skills; Technical Education; *Technical Occupations; Trainers; *Vocational Education
IDENTIFIERS- Pennsylvania (East); *Project SERVICE

A project was conducted to implement the third phase of a model--the Project SERVICE Model--to teach and train young persons from vocational-technical schools, comprehensive vocational high schools, private trade schools, labor unions, and minority organizations to develop the technical and pedagogical skills necessary to teach in existing, new, and changing occupations. The project addressed career counseling; cognitive mapping; communication, survival, attitudinal, self-concept, and leadership skills; and cooperative arrangements with industry, existing university technical laboratories, and other university departments. Of the 239 students who applied to Project SERVICE during its third phase, 7 were accepted as of June 30, 1984. These students were involved in academic and vocational work, on-the-job training, and practicum teaching experiences. (This final project report includes a projection of the vocational teaching jobs to become available in eastern Pennsylvania within the next 10 years, a list of suggested questions for applicants for similar training programs, sample employment and training placement agreements, a sample student log, a monthly training station summary form, an interpersonal competencies rating scale, and a sample coordinator log.)

ED 250 555 CE 040 110

Werner, Claire
Pre-Employment and Work Maturity Competencies for JTPA Youth.
Los Angeles Unified School District, Calif.
PUB DATE- 30 Jun 84

education in vocational agriculture. The guide contains 6 sections and 22 units of instruction. Each unit includes all or most of eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes. Units of instruction are designed for use in more than one lesson or class period. The following topics are covered in this course: orientation to vocational agriculture; agricultural safety; leadership--Future Farmers of America (FFA), parliamentary procedure, making a group presentation, supervised occupational experience programs, recordkeeping transactions, inventories and net worth, orientation to FFA recordkeeping, depreciation, closing procedures; animal science--the livestock industry, beef breeds and selection, swine breeds and selection, sheep breeds and selection, dairy breeds and selection, horse breeds and selection; plant science; and agricultural mechanics--orientation and safety, arc welding, metalwork, and oxy-gas cutting. (KC)

ED 250 568 CE 040 154

Reynolds, Carl L.
A Comparison of Supervised Occupational Experience Programs Conducted by Males and Females in Wyoming. A Report of Research.
Wyoming Univ., Laramie. Dept. of Vocational Education.
SPONS. AGENCY- Wyoming State Dept. of Education, Cheyenne.
PUB DATE- Oct 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Agricultural Production; Animal Husbandry; *Educational Trends; *Females; High Schools; *Males; Outcomes of Education; Program Effectiveness; Program Improvement; Sex Bias; Sex Fairness; State Programs; Statewide Planning; *Supervised Farm Practice; *Vocational Education; Wages; Womens Education; Work Experience Programs
IDENTIFIERS- Wyoming

A study was conducted in Wyoming to determine the scope and economic value of supervised occupational experience programs (SOEPs) in vocational agriculture. The study tried to determine the level of participation and success realized by females engaged in speculations about how occupational hierarchies arise in response to differences in intelligence in a population. The issue of how education relates to these structural processes is explored. Section VIII discusses implications of the theory for educational policy and stratification research. Additional detail about data, tables and figures are appended. (YLB)

CG

ED 250 582 CG 017 781

Gorenstein, Ethan E.
Parallels in Cognitive-Perceptual Deficits between Alcoholics and Antisocial Psychiatric Patients.
PUB DATE- Aug 84
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Antisocial Behavior; Comparative Analysis; *Mental Disorders; *Neurological Impairments; Patients; *Perceptual Handicaps; Psychological Patterns; Self Control
IDENTIFIERS- Frontal Lobe

Theorists have hypothesized that alcoholism, antisocial behavior, and childhood hyperactivity are part of a spectrum of disorders that have a common etiologic component, i.e., neuropsychological deficits to the structures (limbic system, frontal lobes) which regulate impulses. To examine the similarities in neuropsychological deficits between alcoholics and antisocial psychiatric patients, 31 alcoholic inpatients completed a battery of neuropsychological tests consisting of the Wisconsin Card Sorting Test, a sequential matching memory task, and the Necker Cube. Data from a group of 43 psychiatric patients, and from 18 college student controls, who were subjects from a previous study, were included. The psychiatric patients were divided into an licensure in the helping professions adapted by the board of directors of the American Association for Counseling and Development. (BL)

ED 250 596 CG 017 795

Herr, Edwin L.
Why Counseling?
American Personnel and Guidance Association, Washington, D.C.
PUB DATE- 82
NOTE- 34p.
AVAILABLE FROM- American Association for Counseling and Development, Publication Sales, 5999 Stevenson Ave., Alexandria, VA 22304 ($4.25 member; $5.25 non-member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counseling Effectiveness; *Counseling Services; *Counselor Characteristics; *Counselors; Counselor Training; Geographic Regions; *Guidance Programs; Individual Needs; Position Papers

This monograph on the status of guidance and counseling in the United States is taken from the author's 1982 testimony to the Subcommittee on Education, Arts, and Humanities of the Senate Labor and Human Resources Committee. International and national perspectives on guidance and counseling are addressed, and geographic differences in guidance and counseling services are discussed. The present quality of counselors is described with an emphasis on the characteristics of effective counselors. Long-term and individual gains from exposure to counseling are delineated. The role of counseling in decision making, career planning, school achievement, racial integration in education, work transitions, and in helping special populations (e.g., juvenile delinquents, mentally handicapped youth, and disadvantaged youth) is highlighted. The monograph concludes with a discussion of the cost-benefit perspectives on guidance and counseling, counselor training, and on the need for school counselors. (BL)

ED 250 611 CG 017 810

Erikson, George; And Others
The Effects of Caffeine on Memory for Word Lists.
PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arousal Patterns; Cognitive Processes; College Students; Higher Education; Physiology; Recall (Psychology); *Sex Differences; *Short Term Memory; Stimulants; *Word Lists
IDENTIFIERS- *Caffeine

Research has suggested that behavioral differences may account for the effects of caffeine on information processing. To investigate the effects of caffeine on memory for supraspan word lists, 107 college students (47 males, 60 females), divided into 12 groups by high and low impulsivity scores on the Eysenck Personality Inventory, participated in the study. The subjects were administered either 0, 2, or 4 milligrams of caffeine per kilogram of body weight. Following a 30-minute absorption period, subjects listened to four word lists presented at a fast rate and four word lists presented at a slow rate. Immediately after the presentation of each word list, oral recall was obtained. An analysis of the results showed that caffeine inhibited females' recall during the slow rate, but not the fast rate. Caffeine had no effect on the recall performance of males. The observed effects of caffeine were not influenced by subjects' typical amount of caffeine consumption, verbal ability, or level of impulsivity. These results suggest that caffeine may impair the effeciency with which females rehearse information in working memory. (Author/BL)

ED 250 612 CG 017 811

Goloff, Marc; And Others
Locus of Control and Outcome in an Operantly-Based Inpatient Multimodal Chronic Pain Program.
PUB DATE- Aug 84

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Records; History; Information Processing; *Recordkeeping; *Social Work; *Technological Advancement
IDENTIFIERS- *Benjamin Rose Institute OH

Case records and recording practices are an important but ignored part of social casework. Social work recordkeeping methods have coincided with machine technology. At the Benjamin Rose Institute, recording in social work has gone through four clearly differentiated phases: (1) registered-typed records; (2) abbreviated diary; (3) process recording; and (4) differential recording. Recording has been influenced by technological developments, increasing emphases on accountability, federally mandated development of professional standards review organizations (PSROs), rulings on confidentiality, and changes in medical recordkeeping. Future trends indicate that recordkeeping will be computerized, and that records will return to chronological formats and will be shorter and more factual. (BL)

ED 250 627 CG 017 829

Batson, C. Daniel; And Others
Distress and Empathy: Two Qualitatively Distinct Vicarious Emotions with Different Motivational Consequences.
SPONS. AGENCY- Kansas Univ., Lawrence. General Research Fund.
PUB DATE- Aug 84
NOTE- 33p.; Paper prepared for the symposium "The Construct and Assessment of Empathy" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
GRANT- 3375-X0-0038
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Altruism; *Emotional Response; *Empathy; Helping Relationship; Individual Needs; *Motivation; Prosocial Behavior; Social Attitudes; *Social Cognition
IDENTIFIERS- *Distress

The construct of empathy may be located conceptually at several different points in a network of social cognition and vicarious showed that those high in dispositional private self-awareness were more self-referent and veridical, and that those in the mirroring condition were more veridical than those in the non-mirroring condition. There was no support for the hypothesized interaction between dispositional and induced self-awareness. The findings suggest that prior knowledge about the level of clients' private self-awareness might be important in assessment and treatment planning. (MCF)

ED 250 642 CG 017 844

Fagenson, Ellen A.
Women's Work Orientations: The Right Stuff?
PUB DATE- Aug 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Planning; *Employed Women; Females; Individual Power; Job Satisfaction; *Managerial Occupations; *Personality Traits; *Work Attitudes; *Work Environment
IDENTIFIERS- *Situational Variables

Both person-centered and situation-centered hypotheses have been posited to explain women's limited rise to top corporate positions. To test these hypotheses, 260 employed, corporate women completed a questionnaire assessing their orientations to their careers, organizations, jobs, power, performance, and subordinates. Questions concerning women's work environments were also included. An analysis of the results showed that high level corporate women had significantly more organizational commitment and power than middle level women who were, in turn, significantly more powerful and committed than low level women. Low level women had greater power aspirations than middle level women who, in turn, had a greater desire to increase their power than high level corporate women. High and middle level women indicated significantly greater job satisfaction, sharing of responsibilities, organizational concern for career growth, inclusion in informal power networks, and more concern for job demands than personal life. Middle and low level women perceived that behaving like a man is significantly more helpful to getting ahead than did high level women. The postreading skills needed to help them think about and respond to what they read. A three-step plan can help students read and understand the text more fully. The first step entails using measures of fitness to determine: (1) the grade level of the text being considered and how it compares with the level the college has determined is necessary for material to be used in various college curricula, (2) how ready students are to use the text, and (3) the type of responses the teacher can expect from students in discussions about selections in the text. The second step consists of testing one's own (the instructor's) assumptions about how to teach this material against the information gained in the first step to see if they are realistic, and then revising one's goals accordingly. The third step involves accommodating the information found in the first two steps to prepare the student via guided reading. Students learn to scan the preface and table of contents to get the gist of the text and find its organizational framework, then analyze the arrangement of a typical chapter to learn what to expect in their reading assignments. Next, techniques are introduced to help students develop into active readers. These may include vocabulary previews; thought provoking questions that evoke interest in the selection and engage the students in examining their own experiences and beliefs; and various prereading procedures designed to help the student grasp the main points of the story, its setting, character, and tone. (An appendix contains test materials, charts, and a study techniques summary. (RBW)

ED 250 657 CS 007 816

Bowman, Harry L.; And Others
Fundamental Skills Training for U. S. Navy Recruits.
PUB DATE- Oct 84
NOTE- 15p.; Paper presented at the Annual Meeting of the College Reading Association (28th, Washington, DC, October 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Progress/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; *Enlisted Personnel; Military Schools; Military Service; Military Training; Program Effectiveness; *Reading Difficulties; Reading Tests; Remedial Instruction; *Remedial Programs; *Remedial Reading; Training Methods
IDENTIFIERS- *Navy

Basic skills training in the United States Navy has become

ED 250 672 CS 007 840

Cheyney, Arnold B.
Teaching Reading Skills through the Newspaper. Second Edition. Reading Aids Series; An IRA Service Bulletin.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-210-X
PUB DATE- 84
NOTE- 60p.; For first edition, see ED 027 407.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714 (IRA Book No. 210, $3.00 member, $4.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Reading; Critical Thinking; Elementary Secondary Education; Instructional Materials; Language Arts; *Newspapers; *Reading Improvement; *Reading Instruction; Reading Rate; *Reading Skills; *Supplementary Reading Materials; Teaching Methods; Vocabulary Development

Recognizing that newspapers are among the best supplementary instructional materials, this booklet offers suggestions for the use of newspapers for teaching or reinforcing specific reading skills. The booklet focuses on inferential and evaluative comprehension skills, and the suggestions range from how to teach students to identify main ideas and details to the development of higher order critical reading competencies. Though its major emphasis is on comprehension, the booklet devotes some attention to the reinforcement of decoding skills through the use of newspapers. Following an introduction, the first two chapters provide a rationale for using the newspaper as an instructional resource, and using it to teach reading. The remaining chapters provide suggestions in the following areas: (1) teaching a reading lesson with the newspaper, (2) developing critical readers, (3) developing vocabulary and word identification skills, (4) developing appropriate reading rates, and (5) reading and the language arts. A list of suggested books, materials, and periodicals is appended. (HTH)

ED 250 673 CS 007 841

out to see whether it works. Good writing in terms of textbooks must mean writing that is colorful, fresh, and enthusiastic without ever compromising instructional accuracy and thoroughness. Reaching students in an area such as rhetoric demands that textbook authors instruct with examples that students can immediately acknowledge. In terms of teaching about structure, textbooks also need to realize that self-directed writers do not begin with a question of what mode to write in, but of how best to say what it is they have to say. It is, however, worthwhile to teach students something about discourse theory, but only as a theory. Textbooks that can demonstrate to students that personal processes of composition can be just as provocative as the discourse modes will very likely increase the rate at which students acquire the ability to perform as genuine working writers. (HTH)

ED 250 686 CS 208 637

Meeker, Michael W.
Word Processing and Writing Behavior.
PUB DATE- 22 Oct 84
NOTE- 29p.; Paper presented at the Annual Meeting of the Minnesota Council of Teachers of English (25th, Mankato, MN, May 4-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; Computer Software; Editing; Language Skills; Language Usage; Technological Advancement; Typewriting; *Word Processing; *Writing (Composition); *Writing Improvement; *Writing Processes; *Writing Skills

Working with a word processor changes writers' behavior. They compose more easily, less anxiously, and more prolifically. The word processor makes them want to sit down and write and makes them feel good about their writing. It does this by encouraging prewriting and invention, by providing a sense of control and mastery over the actual writing process, by easing the burden of rewriting and editing, and by encouraging a kind of objectivity that allows writers to become their own audience. In the process writing style may be changing, becoming more like speech in its spontaneity; this is because the word processor, in emphasizing language as a kind of raw material, frees writers and thinkers from a static commitment to their words. Instead the writer continues to revise and rethink up to the very last keystroke. These are only

NOTE- 35p.; This report is part of a paper presented at the Annual Conference of the California Media Library Education Association (Oakland, CA, November 14-17, 1984).
AVAILABLE FROM- California Media and Library Educators Association, Business Secretary, Suite 204, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($2.50; free to members).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Attitude Measures; Elementary Secondary Education; Inservice Teacher Education; *Knowledge Level; Library Role; Literature Appreciation; *Reading Attitudes; *Reading Habits; Reading Instruction; *Reading Interests; Reading Materials; *Reading Material Selection; *Student Attitudes; Student Interests

Intended for use by teachers who wish to help students select library materials for personal and classroom reading, this instrument is designed to assess student reading attitudes and knowledge. The instrument is divided into upper elementary, junior high school, and high school levels and consists of questions that assess (1) how students feel about literature and reading, their attitudes toward reading in general, their reading habits, and their leisure reading choices; and (2) what students know about literature and reading, their knowledge of literary genres, elements of literature, authors, and specific titles. The instrument provides instructions for use and suggestions for when it should be used. (FL)

ED 250 703 CS 208 661

Hamrick, Lesanne
Newspaper in Education Activity Book.
Temple Daily Telegram, TX.
PUB DATE- 81
NOTE- 60p.; Entitled "Temple Daily Telegram Newspaper Activity Book" on inside cover page.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Content Area Reading; *Critical Reading; Elementary Secondary Education; *Integrated Activities;

Work.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
NOTE- 191p.; Prepared through National Writing Project.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Attitude Change; Curriculum Development; Elementary Secondary Education; Peer Evaluation; *Self Esteem; *Student Attitudes; Teacher Student Relationship; *Teaching Methods; Writing Apprehension; Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- National Writing Project; Writing Attitudes

Acknowledging that the process approach to writing instruction is particularly valuable for lower ability students (because carrying a project through from prewriting to publication enhances their self-esteem), this book presents procedures for teaching writing to build student confidence and subsequently to improve student writing. Following an introduction, the first chapter discusses ways to set the stage for a conducive writing atmosphere. The next three chapters present activities for the stages of the writing process--prewriting, drafting, and revising. The fifth chapter discusses peer review of students' work before publication, while the sixth chapter suggests the proofreading stage as a final opportunity for students to discuss their papers with the teacher before publication. The last chapter explores various forms in which student writing can be "published," such as classroom books, letter exchanges, book reports, and screen plays. The appendix includes a curriculum guide, a guide to planning effective writing assignments, excerpts from student-authored books, and student poems and letters. (HTH)

ED 250 717 CS 208 688

Goldsby, Jackie
Peer Tutoring in Basic Writing: A Tutor's Journal. Classroom Research

Communication; *Theories
IDENTIFIERS- Debate Theory; *Paradigm Argument

Arguing that any discussion of debate theory is incomplete without at least some analysis or review of paradigm theory, this paper begins by analogizing the arguments over paradigms to a battle ground over control of the activity. The analysis then shifts to an examination of Thomas Kuhn's sociological theory as a basis for the argument that the descipline has, in one sense, battled over its paradigms rather than using the paradigms to provide insights into the disciplinary matrix. The paper concludes with an attempt to provide an alternative perspective that is grounded in the assumption that complete knowledge of the paradigms is not immediately apparent and advocates a shift in dialectical methods from an either/or to a both/and approach. (HOD)

ED 250 732 CS 504 740

Olson, Clark D.
Theoretical Considerations and Standards for the Use of Turnarounds.
PUB DATE- Nov 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Evaluation Criteria; Higher Education; Judges; *Persuasive Discourse; Standards
IDENTIFIERS- Debate Format; Debate Strategy; *Turnarounds (Debate)

The term "turnaround" has taken a permanent place among the intercollegiate debate jargon. All too often, the first affirmative rebuttalists charge "turnaround" for every plan or response they do not know how to label properly. After so many "false alarms," judges are too weary or aggravated to notice the real thing, and many judges are commenting on this problem in their debate philosophies. For these reasons, there should be some uniform criteria for turnarounds, so that debaters and judges alike can distinguish real turnarounds from fake ones. A disadvantage may be turned in either of two ways: (1) if debaters turn the "links" to the disadvantage, they claim that it is not the affirmative plan that will accrue the disadvantage, but rather the very system--whether the status quo or the counterplan--the negative team is defending; (2) should debaters turn the "impact" of the

NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Communication Skills; Comparative Analysis; *Course Content; *Educational Research; Evaluation Methods; Program Descriptions; *School Size; School Surveys; Secondary Education; *Speech Curriculum; *Speech Instruction; Teaching Methods

A survey of teachers' perceptions of student competencies, course content, instructional methods, and evaluation procedures was conducted to determine if previously reported conclusions about secondary school speech curricula had changed and if there were differences between the curricula in large and small high schools. The survey instrument was prepared with 40 competency objectives appropriate for grades 9 through 12 and mailed to 150 secondary schools in 14 states. Analysis of responses received from 15 small and 17 large schools revealed little difference from previous findings. The results showed that: (1) for all schools, most competencies were developed in introductory rather than advanced courses, or not developed at all; (2) for all schools, the top 10 competencies were related to public speaking; (3) on almost half of the competencies, large and small schools differed on the favored way of developing the competency, with the overall favored method being performance activity; and (4) for all schools, the performance grade was the most frequently used evaluative method. (FL)

ED 250 747 CS 504 759

Warfel, Katherine Ann
Use of the Rasch Model in Communication Education: An Explanation and Example Application.
PUB DATE- Nov 84
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)

dramatic development. Such things as exposition, inciting force, rising tension, climax, and resolution can be seen in the practice of those who have been successful in their efforts. Students can learn about the second element, characterization, from reading and studying models showing how different writers have shaped their own riverbeds and made their own tributaries. Students studying the third element, dialogue, can focus on the need to listen to language as it is spoken in life and as it is recorded by the playwright for respeaking by the actor. Finally, models can be studied for their theme or idea. Of course, every class discussion of the models should include references to the other elements of craft, but a primary focus for each play gives students a particular goal to pursue in their study of each particular model. (HOD)

EA

ED 250 761 EA 017 047

Schooling & Technology. Volume 3: Planning for the Future: A Collaborative Model. An Interpretive Report on "Creative Partnerships in Technology--An Open Forum."

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- May 84

NOTE- 63p.; For Volumes 1 and 2, see ED 235 575-576.

AVAILABLE FROM- Publication Sales, Southeastern Regional Council for Educational Improvement, P.O. Box 12746, 200 Park, Suite 111, Research Triangle Park, NC 27709 ($5.00 prepaid or purchase order).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Basic Skills; *Classroom Environment; Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; *Computers; Courseware; *Educational Change; Educational Finance; *Educational Technology; Elementary Secondary Education; Evaluation; *Futures (of Society); Memorization; Performance;

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Affirmative Action; Athletics; Basic Skills; Bilingual Education; *Black Education; *Educational Change; Educational Discrimination; Educational Environment; *Educational Improvement; *Educational Mobility; Elementary Secondary Education; Postsecondary Education; Racial Bias; Social Discrimination; Student Motivation

Educational progress for black people requires elimination of racial prejudice and discrimination against the poor. Several issues relating to the education of black people are discussed: (1) blacks continue to be incorrectly stereotyped as intellectually inferior; (2) historically, blacks suffered from discriminatory educational practices; (3) parents, friends, and relatives of some black students, as well as the students themselves, need to provide educational motivation because it is evident that achievement is possible despite the obstacles set up by others; (4) the academic environment needs attention--with efforts being made toward making learning as interesting and enjoyable as possible; (5) failing students should be retained until they learn a given grade level's material--past problems in this area have caused many students to be unprepared for high school and college work; (6) universities should be relatively flexible in their admissions policies, denying admission only to those students with no possibility of successfully performing college work; (7) a return to the basics in education can be based on a national or core curriculum; (8) both the minds and bodies of athletes need to be developed in colleges; (9) standard English, not black English, should be stressed in all schools; and (10) affirmative action efforts should continue, since they have generally been helpful. (DCS)

ED 250 776 EA 017 246

Moore, Raymond S.
The Cradle and the Gap.
PUB DATE- 84
NOTE- 21p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p231-250. For the complete document, see EA 017 236.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Education; *Early Childhood Education;

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Citizen Participation; Community Cooperation; *Community Education; *Community Involvement; *Community Organizations; Community Resources; Community Role; Community Support; *Cooperative Planning; Elementary Secondary Education; Financial Support; Needs Assessment; Outreach Programs; Public Support; *School Community Programs; *School Community Relationship; School Involvement; School Support; Shared Facilities
IDENTIFIERS- California School Improvement Program; School Community Councils

Using the school-community council as a vehicle, this manual leads school staffs, parents, community representatives, and school council members step-by-step through suggested tasks to strengthen schools and to help restore confidence in the public school system. Chapter 1, "Schools and Communities Working Together: A Rationale," defines the role and purpose of the California School Improvement Program, delineates the concept of community education, and discusses the benefits of integrating school improvement and community education. Chapter 2 concerns "Planning for Effective Schools," while chapter 3 covers "Needs Assessments for School and Community." Chapter 4, "Effective Councils: Keys to Success," provides models for linking or merging school and community councils. Chapter 5 covers "Orientation and Training for School-Community Council Members," and chapter 6 concerns "Identifying and Using Community Resources for School Improvement." Chapter 7 provides brief descriptions of 11 exemplary "Model School Programs." Chapter 8 covers "Staffing, Funding, and Budgeting: How to Do the Most with the Least." Chapter 9 provides policy guidance on "Community Use of School Facilities," while chapter 10 discusses "Overcoming Barriers and Realizing Benefits" of school and community cooperation. Eleven charts and 19 worksheets for identifying community resources and evaluating tasks are included throughout the text, and four appendixes are provided: (1) sample questions for opinion surveys, (2) how to organize a community goal-setting conference, (3) leasing policies, and (4) glossary of terms. (TE)

ED 250 790 EA 017 297

Edmonds, Ronald R.

Functioning of School Principals in Relation to Large-Scale Change Efforts in the Netherlands," by Rudolf van den Berg (Netherlands). References are included with each paper. (TE)

ED 250 803 EA 017 311

Hall, Gene E.; And Others

The Improvement Process in High Schools: Form, Function, and a Few Surprises. Research on the Improvement Process in Schools and Colleges.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-R-3188
PUB DATE- Apr 84
NOTE- 145p.; Papers presented at a sumposium on The Improvement Process in High Schools: Form, Function, and a Few Surprises at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983). For selected individual documents, see TM 840 744-745 and EA 017 323. For other related documents, see EA 017 309-310, and EA 017 320-324.
AVAILABLE FROM- Publications Sales, Research and Development Center for Teacher Education, EDA 3.203, University of Texas at Austin, Austin, TX 78712-1288 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Proceedings (021)
DESCRIPTORS- Administrative Organization; Administrator Role; Curriculum Development; Data Analysis; Data Collection; Educational Administration; *Educational Change; *Educational Development; *Educational Environment; *Educational Improvement; *High Schools; Instructional Improvement; Principals; Research Design; Research Methodology; School Community Relationship; Secondary Education

The Research and Development Center for Teacher Education has launched a national study of change at the high school level, involving visits to a national sample of 18 high schools by 2-member research teams who conducted interviews with various constituencies to determine: (1) the types, sources, and purposes of changes in high schools; (2) the key units of change; (3) the key situational factors influencing the change process; and (4) the management of the change process. Based on the initial findings of

ED 250 816 EA 017 324

Hall, Gene E.; Pratt, Harold

There Really Can Be a Symbiotic Relationship between Researchers and Practitioners: The Marriage of a National R&D Center and a Large School District.

Texas Univ., Austin. Research and Development Center for Teacher Education.

REPORT NO.- R&DCTE-R-3189
PUB DATE- Apr 84
NOTE- 24p.; For related documents, see EA 017 309-311 and EA 017 320-323.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; Coordination; *Educational Cooperation; Educational Innovation; Elementary School Science; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Improvement; Longitudinal Studies; Principals; *Research and Development Centers; *School Districts; Science Curriculum
IDENTIFIERS- *Concerns Based Adoption Model

The Research and Development Center for Teacher Education, Texas, and the Jefferson County Public Schools, Colorado, worked in mutally supportive ways between 1976 and 1982. The R&D center needed a site where they could collect longitudinal data about the implementation of an innovation using the concepts Stages of Concern (SoC) and Levels of Use (LoU) that were part of the Concerns-Based Adoption Model (CBAM). In the school district, a revision of the elemenatary science program in grades 3-6 was to be adopted by all schools in the district. The district worked to implement the program in 76 elementary schools and a subset of 21 schools in which the researchers systematically studied the process. During the first 3 years the study focused on teachers as beginning innovation users, and during the next 2 years it focused on the role of principals as change facilitators. The findings indicate staff development and implementation support should begin with more emphasis on the "how to do its" and delay concentrated presentations of theory for more experienced users. In addition, the utility of the two concepts for planning and facilitating implementation were demonstrated. (MLF)

*Educational Finance; *Educational Policy; Elementary Secondary Education; Master Teachers; Mathematics Education; Merit Pay; *National Surveys; Science Education; *State Legislation; Tests
IDENTIFIERS- *Excellence in Education

Data obtained in a 1983 survey of state legislative education committee chairpersons are summarized. The survey was conducted to discover if there were any trends acorss states in their recent efforts to improve education and to profile each state's educational policy activities. Survey findings include: (1) state efforts to improve schools began before 1983 and focused on proficiency testing; (2) the momentum of educational reform has shifted from testing to curriculum improvement; (3) in 1983 states began to place priority on selective subjects (math, science, computers); (4) states vary in their educational improvement efforts; (5) in 1983 education and taxes ranked as the leading state legislative budget issues; and (6) state policymakers frequently use blue ribbon education commissions to lay the groundwork for major policy reforms. Included is a list of 10 additional sources of information, footnotes, and a listing of the 36 states responding to the survey. (MD)

ED 250 831 EA 017 348

Siegel, Peggy M.
Legislative Strategies for Enacting Educational Excellence. An Issue Brief of the Education and Job Training Program.
National Conference of State Legislatures, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 14p.
CONTRACT- 400-83-0027
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; Legislators; Politics of Education; *State Action; State Departments of Education; *State Legislation; *State Standards

Several approaches that policymakers may wish to consider in enacting and sustaining educational excellence are summarized. This issue brief draws from presentations given at two sessions on

searches; bulletin boards to share information and networks; a more sophisticated use of the bulletin board notion; and data transfer and communication. Adult educators can use bulletin board systems to communicate at the local, regional, or national levels. Adult education organizations can apply computer technology as an information delivery tool, a linkage between agencies, and an enhancement to referral activities. Computers can also make easier a variety of administrative activities--budget planning, word processing, and data management. Implications related to telecommunication technology for adult educators are a need for information dissemination, a need to develop a linkage to commercial vendors of hardware and software, and a need for a national commitment to provide for computer literacy. (Appendixes include a bibliography, a glossary, and sample computer materials.) (YLB)

ED 250 447 CE 039 816

Cave, Charles; And Others
Electronics Technician. Instructor's Manual. Competency-Based Education.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 83
NOTE- 114p.
AVAILABLE FROM- Kentucky State Department of Education, Director for Curriculum Development, 2024 Capital Plaza Tower, Frankfort, KY 40601.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Competence; *Competency Based Education; *Computers; Computer Software; Course Content; Course Organization; *Educational Resources; Electricity; Electronic Equipment; *Electronics; *Electronic Technicians; Equipment; Exceptional Persons; *Learning Activities; Learning Modules; Mainstreaming; Microcomputers; Postsecondary Education; Programing; Secondary Education; Special Education; State Curriculum Guides; Task Analysis; Teaching Methods; Vocational Education
IDENTIFIERS- Kentucky

This manual is intended to aid the instructor in using the competency-based electronics technician curriculum developed for use in electronics courses in Kentucky. The first section of the education research and development (R&D) products developed with Federal monies during fiscal years 1981 and 1982. Distribution data for the study were obtained from responses to questionnaires from 22 of the 32 states with products accepted by the Educational Resources Information Center (ERIC) during calendar year 1982. Next, telephone interviews were administered to 55 recipients of the Dissemination and Utilization (D&U) Program of the National Center for Research in Vocational Education (NCRVE). Finally, impact data were obtained from six sites in West Virginia where two NCRVE-developed entrepreneurship training products were being used. These three data collection efforts, which resulted in a rather positive picture of R&D product impact, confirmed that R&D effectiveness can indeed be documented; however, such documentation turned out to be expensive. To keep documentation costs to a minimum, researchers were urged to plan utilization and impact studies carefully, to ensure that questions in such surveys be relevant to the purposes at hand, and to make certain that study respondents are key audiences who are in a position to resolve the problems under investigation. (Appended to this report is a conceptual framework for assessing impact.) (MN)

ED 250 461 CE 039 885

Long, James P.; Neuman, Delia
Career Planning System. Microcomputer Version. Evaluation Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 83
NOTE- 67p.; For the final report on this project, see CE 039 886.
GRANT- G008102289
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; *Career Planning; *Computer Assisted Instruction; Courseware; *Curriculum Development; *Curriculum Evaluation; Delivery Systems; *Disabilities; Formative Evaluation; Individualized Instruction; Instructional Materials; Junior High Schools; Material Development; *Microcomputers; National Surveys; Pilot Projects; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Questionnaires; *Resource Room Programs; Special Education; Summative Evaluation
IDENTIFIERS- *Career Planning System; Special Needs Students

to allow many trials of critical skills, (3) do not overload temporary memory and do minimize memory design, (4) vary task aspects that vary in the operational situation, (5) maintain active participation, (6) maintain high motivation, (7) present information in a context illustrating more than the task to be learned, (8) intermix component training, (9) train under mild speed stress, (10) teach strategies that minimize operator workload, and (11) teach time-sharing skills. (YLB)

ED 250 473 CE 039 923

Youth Employment Opportunity Wage Act of 1984. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 18 Jun 84

NOTE- 192p.; Parts of this document may not reproduce well due to small type.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adolescents; *Employment Practices; *Federal Legislation; Hearings; *Incentives; Minimum Wage; *Minimum Wage Legislation; *Seasonal Employment; Secondary Education; Unemployment; *Youth Employment

IDENTIFIERS- Congress 98th; Proposed Legislation

This is a congressional hearing to examine S. 2687, the Youth Employment Opportunity Wage Act. (This bill would permit employers to pay youth a wage of 75 percent of the statutory minimum wage during the summer. The bill has a sunset provision.) Testimony includes statements from U.S. Senators and Representatives and from individuals representing the American GI Forum of the U.S.; American Farm Bureau Federation; Rockefeller Foundation; Board of National Conference of Black Mayors; Chamber of Commerce of the U.S.; Retail Bakers of America; Printing Industries of America, Inc.; Opportunities Industrialization Centers; AFL-CIO; Department of Labor; National Club Association; National Grocers Association; National Association of Manufacturers; National Federation of Independent Business; Minimum Wage Study Commission; and National Association of Minority Contractors. Additional materials are an excerpt from the Minimum Wage Study Commission, a report on

required materials. Topics include sources of employment, resume writing, contact with employers, completing job applications, job interviewing techniques, what to expect after one is hired, job survival skills, and mathematics. (YLB)

ED 250 487 CE 039 969

Edwards, Charles W., III
Biotechnician Needs Analysis.
Triton Coll., River Grove, Ill
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 84
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; *Curriculum Development; DNA; Educational Research; Genetic Engineering; *Genetics; Industry; *Needs Assessment; *Paraprofessional Personnel; Postsecondary Education; State Surveys; Technical Education; Technological Advancement; *Technology
IDENTIFIERS- *Biotechnology; Illinois

The need for the development of a biotechnician curriculum was investigated. A search for operational job descriptions for biotechnicians was conducted. Industry consensus was that this is a generic term too broad to be useful. Biotechnology companies within a 300-mile radius of Chicago and universities and other colleges in Illinois that hire technicians were identified and contacted to determine labor force demand for technicians in biotechnology fields. It was determined that there is not sufficient need for associate degree technicians to warrant development of a biotechnician curriculum at this time. (Attachments, amounting to over one-half of the report, include questionnaires, questionnaire results by company and university, and data summaries.) (YLB)

ED 250 488 CE 039 970

*Grading; Individualized Instruction; Media Selection; *Office Occupations Education; Postsecondary Education; Resource Materials; Secondary Education; *Teaching Methods; Textbook Selection; *Typewriting; *Word Processing
IDENTIFIERS- *Keyboarding

Designed to give the teacher ideas for enlivening and enriching the teaching of business subjects, this publication on teaching keyboarding/typewriting is part of the Rapid Reader series. It begins by differentiating between keyboarding and typewriting and establishing the criteria for making decisions regarding appropriate content and methodology. A discussion of content in teaching focuses on determination of activities performed by employed and personal-use typists and suggests an outline for typewriting courses. Two sections then present a number of suggestions for introducing the keyboard and for improving the skill of production typists. A recommendation contrasting what should be happening in the classroom with what has traditionally taken place is followed by a brief explanation. Individualization of learning and the possible advantages and disadvantages of individualized programs are then considered. The discussion of grading examines reliability and validity of measurement instruments, the three most commonly used methods of the grading of keyboarding, evolving grades from separate speed and accuracy scores, the grading of production typewriting, and combining grades to determine a terminal performance grade. Criteria are also offered for selecting textbooks and microcomputer software. An appendix lists sources of instructional materials. (YLB)

ED 250 501 CE 040 012

Cox, Carole
When Older Persons Leave the Student Role.
PUB DATE- Mar 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Western Gerontological Society (30th, Anaheim, CA, March 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Adult Education; *Adult Students; *College Attendance; Comparative Analysis; Dropout Research; Educational Research; Higher Education; *Older Adults; *Student Attrition; Student Characteristics; Student Role; *Withdrawal (Education)

Steinhoff, Mary E.
Discussion Time: A Developmental Project to Facilitate the Socialization of Associate Degree Nursing Students. Final Report.
East Central Coll., Union, MO.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- 26 Jun 84
NOTE- 11p.; For the related curriculum guide, see CE 040 039.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; Curriculum Development; *Discussion Groups; Field Tests; *Group Discussion; *Nursing Education; Program Effectiveness; *Socialization; Two Year Colleges

A project was conducted to develop and implement a curriculum for a series of group sessions designed to assist students in associate degree nursing programs in the socialization process of becoming a nurse. During the curriculum development phase of the project, specific plans and procedures were formulated for 10 monthly sessions that were designated by the title "Discussion Time." The implementation or field testing phase of the project consisted of holding monthly discussions from August 1983 through and including May 1984 that were attended by 38 student nurses enrolled in the associate degree nursing program at East Central College in Union, Missouri. The project, which resulted in the development of a published curriculum guide, was deemed a success in that those students who participated in the initial series of Discussion Time meetings were able to emphasize, criticize, and support each other as they learned more about themselves and about how to manage the stresses of daily living. The Discussion Time curriculum appeared to ease the strain and inherent anxiety of the socialization process for these students. (MN)

ED 250 515 CE 040 039

Steinhoff, Mary E.
Curriculum for Discussion Time.
East Central Coll., Union, MO.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Jun 84
NOTE- 44p.; For a related final report, see CE 040 038.
LANGUAGE- English

University, Box 4067, Lubbock, TX 79409-4067.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; Child Care Occupations; Child Development; Child Rearing; Citations (References); Classroom Techniques; Day Care; Day Care Centers; Definitions; Demonstrations (Educational); *Disabilities; *Exceptional Persons; Individualized Education Programs; Laboratory Procedures; *Learning Activities; Lesson Plans; *Mainstreaming; Normalization (Handicapped); Postsecondary Education; Teaching Methods; Test Items

This guide was designed for use by postsecondary child development instructors in programs that prepare students to be child caregivers or directors. The guide is especially useful for instructors of lecture-laboratory courses on mainstreaming children with special needs into regular child care settings. The guide is organized into six units that cover the following topics: understanding mainstreaming, the caregiver's role in screening and assessment, understanding special needs, promoting positive interactions, learning in the mainstreamed child care program, and supporting parents. At the beginning of each unit, performance objectives and references are listed. Suggested classroom learning experiences provide instructors with teaching strategies to help students achieve the objectives. The unit test includes multiple-choice and essay questions. Transparency and handout masters, which follow Unit VI, may be reproduced as needed for classroom use. The instructor's guide also contains a glossary, glossary test, answer keys, and a 17-page bibliography. Special sections are provided on coordinating student laboratory assignments, evaluating students, and determining readability by using the Fog Index. (KC)

ED 250 530 CE 040 061

The Special Child: Student Laboratory Manual.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 84
NOTE- 198p.; For the instructor's guide, see CE 040 060.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, Box 4067, Lubbock, TX 79409-4067.

retention), and technical and further education. Each abstract consists of title, author, publication information, and synopsis. For this final issue of 1984, the subject and author indexes are included and cover all materials abstracted from November 1981 to November 1984. (KC)

ED 250 542 CE 040 088

Jacobson, Marilyn D.
New York State Education Information Centers Program. Summative Evaluation Report.
New York State Education Dept., Albany.
PUB DATE- Jun 84
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Career Choice; Career Development; Career Education; *Career Guidance; Educational Needs; *Employment Opportunities; *Information Centers; Information Dissemination; *Information Services; Information Sources; Information Utilization; Library Services; Minority Groups; Postsecondary Education; Program Descriptions; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Reference Services; *State Programs; User Satisfaction (Information)
IDENTIFIERS- *Educational Information Centers; *New York

Seven pilot New York State Education Information Centers (EICs) were established in 1980 to provide comprehensive information referral and advisory services to adults and out-of-school youth on education, job, and career-related topics. The EICs are located in Brooklyn, Harlem, Hempstead, White Plains, Plattsburgh, Syracuse, and Jamestown. Last year nearly 65,000 New Yorkers received information and advice, assessed their goals and qualifications for employment, and initiated career actions necessary for their continued ability to perform in a complex world. The strength of New York's EIC program is based on two factors: the extensive collection of education and career-related materials available in a variety of formats and various levels of complexity in the libraries, and the EIC staff who serve as brokers providing advice, assessment, and advocacy for adults. Each EIC has been making a special effort to reach the disadvantaged, minorities, the rurally isolated, the incarcerated, and people in transition. The state

NOTE- 111p.; For related documents, see CE 040 111-113.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Behavioral Objectives; Competence; Employment Interviews; Employment Potential; Evaluation Criteria; Job Application; *Job Performance; *Job Search Methods; Money Management; *Prevocational Education; Secondary Education; Student Evaluation; *Vocational Adjustment; *Vocational Maturity; *Work Attitudes; Writing Skills
IDENTIFIERS- *Job Training Partnership Act 1982; Work Habits

This collection of competency statements deals with the preemployment and work maturity skills that Job Training Partnership Act (JTPA) youth should have before seeking employment. Addressed in the individual sections of the volume are the following skill areas: preemployment employer expectations; application writing skills; interview skills; procedures for conducting a job search; ways of accepting, declining, and leaving employment; development of work maturity skills; awareness of financial management services; and identification of the attributes that enhance an employee's ability to retain employment. The eight sections of the guide include series of subcompetency statements, each of which includes the following: the competency area addressed, a competency statement, a competency indicator, one or more benchmarks, and one or more assessment criteria. (MN)

ED 250 556 CE 040 111

Multi-Clerical Skills Employment Competencies.
Los Angeles Unified School District, Calif.
PUB DATE- 20 Aug 84
NOTE- 109p.; For related documents, see CE 040 110-113.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; Business English; *Business Skills; *Clerical Occupations; Competence; *Entry Workers; Evaluation Criteria; Filing; *Job Skills; Mathematics Skills; Office Machines; *Office Occupations Education; Office Practice; Secondary Education; Student Evaluation; Test Wiseness; Typewriting

SOEP activities, and to find out to what degree males and females engage in balanced SOEPs, maintaining both livestock and crop enterprises. All vocational agriculture teachers in the state were asked to collect data from each student enrolled in Vocational Agriculture in 1983. Data were received for 1,032 students from 29 schools (71 percent of all programs). These data were compared with results from a 1980 study. Some of the results of the 1983 study are as follows: (1) in 1983, a larger percentage of girls conducted horse enterprises, while in 1980, the ratio was about the same; (2) the ratio of females to males engaged in swine, dairy, crops, and placement is below the ratio for the total group; (3) the ratio of females to males conducting beef enterprises increased in 1983 compared to 1980; (4) the number of enterprises per student increased for females but decreased for males from 1980 to 1983; (5) the trend in total income earned from agribusiness placement for girls continues to be less than that for boys, while the total income earned by girls in production showed a trend to exceed that earned by boys in 1983, a reversal of 1980; and (6) the trend toward heavy emphasis on livestock enterprises continues for both boys and girls. The results of this study suggest varying degrees of success of females with SOE programs in vocational agriculture. The results from the 1983 data appear to be significant enough that further study is warranted to determine if sex bias is a factor in agribusiness placement. (KC)

ED 250 569 CE 040 157

Barr, Lowell L.; Fairchild, Patricia
Basic Entry-Level Competencies Needed for Employment. Final Report.
Wyoming Univ., Laramie. Coll. of Education.
SPONS. AGENCY- Wyoming State Board for Vocational and Technical Education, Cheyenne.
PUB DATE- 6 Sep 84
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Skills; *Clerical Occupations; Course Content; Curriculum Development; Educational Needs; Educational Planning; *Education Work Relationship; *Entry Workers; High Schools; Job Training; Office Occupations; *Office Occupations Education; *Program Improvement; Recordkeeping; Shorthand; State Curriculum Guides; Statewide Planning; Typewriting; Vocational Education

antisocial group, and a non-antisocial control group. Comparisons of the pattern of cognitive-perceptual performance of the four groups showed that the alcoholics and the antisocial group differed significantly from the non-antisocial control group and from the college students, but did not differ significantly from one another. When separated by age, the younger alcoholics differed significantly from the non-antisocial control group and from the college students, but did not differ from the antisocial group or from the older alcoholics. The findings suggest that antisocial psychiatric patients and alcoholics are characterized by similar frontal lobe deficits. The fact that older and younger alcoholics had the same degree of deficit on the measures used suggests that the deficits may be antecedent. (BL)

ED 250 583 CG 017 782

Lafferty, Patricia; Kahn, Marvin W.
Alcoholism, Field Dependency and Organic Impairment.
PUB DATE- Aug 84
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Alcoholism; *Field Dependence Independence; Males; *Neurological Impairments; Reaction Time

Although research has suggested that field dependency is a relatively stable characteristic of alcoholics, the results have been confounded by the use of different measures and different time intervals. To investigate the degree of organic brain impairment and its association with measured field dependency amongst alcoholics, 41 male alcoholics, in a 10-month treatment program, completed the Witkin Embedded Figures (forms A and B), the Trail Making Test B, and the Tactile Performance Test (TPT). One half of the subjects were post-tested at 3 weeks and the other subjects were post-tested at 5 weeks on the same measures. An analysis of the results showed no significant initial differences between the two groups on field dependency, cognitive impairment, or time, memory, and location scores on the TPT. Both groups were normatively high in field dependency and mildly neurologically impaired. However, significant decreases in field dependency were

ED 250 597 CG 017 796

Ganikos, Mary L.; And Others
A Handbook for Conducting Workshops on the Counseling Needs of the Elderly.
American Personnel and Guidance Association, Washington, D.C.
SPONS. AGENCY- Administration on Aging (DHEW), Washington, D.C.
PUB DATE- 79
NOTE- 59p.
GRANT- AoA-9C-A-1178(01)
AVAILABLE FROM- American Association for Counseling and Development, Publication Sales, 5999 Stevenson Ave., Alexandria, VA 22304 ($3.75 member; $4.75 non-member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Development; Aging (Individuals); *Counseling Services; Counselor Role; *Counselor Training; Gerontology; Individual Needs; *Older Adults; *Training Methods; Workshops

This handbook, written for counselor educators, first presents a brief overview of the Special Training Project on Counseling the Aging, funded by the Administration on Aging to produce training materials on counseling the elderly for use in preservice or inservice programs. The remainder of the handbook serves as a guide for conducting and organizing workshops that will help participants identify feelings about their own aging, clarify their attitudes about aging in general, call public and professional attention to the potential counseling needs of older people, and help dispel the common myths and stereotypes about older people. A sample outline for a 1-day workshop is provided, along with experiential activities, a resource guide, and a procedural checklist for organizing and conducting a workshop. The handbook also includes guidelines for the workshop leader, intended to provide a framework for the kinds of information the leader should have before attempting to conduct such a workshop. The annotated resource guide deals with organizations and agencies, bibliographies, directories, training manuals, books and articles, periodicals, pamphlets, film catalogs, summer institutes on aging, and guides for funding. (BL)

ED 250 598 CG 017 797

NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Locus of Control; Patients; *Physical Activity Level; Physical Health; Rehabilitation Programs; Self Control
IDENTIFIERS- *Chronic Pain; Treatment Outcomes

During the past 10 years, a number of inpatient programs have been designed for the treatment of chronic pain. To investigate the utility of the Rotter Internal-External Locus of Control Scale (I-E) and Wallston's and Wallston's Health Locus of Control Scale (HLC) in predicting outcome in an operantly-based, multi-modal program for the treatment of chronic pain, data were collected from 46 patients who completed a 5-week inpatient pain program. All patients completed both the I-E and HLC measures during the first few days of the program. They also kept a diary of their activity (reclining, sitting, standing) and subjective pain levels on an hourly basis throughout the program. An analysis of the results showed that patients designated as internals (lower third) on the Rotter I-E became relatively more active during the program than did externals (upper third). Internals on the HLC reported relatively less pain by the end of the program than externals, taking initial pain levels into account. These data highlight the importance of encouraging chronic pain patients to take responsibility for managing their pain condition. (Author/BL)

ED 250 613 CG 017 812

Pickens, Keith
The Effects of Alcohol Education: A Review of Research 1980-1984. Report #4.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 84
NOTE- 25p.; A report to the Health Education Resources Project, Massey University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Alcohol Education; Attitude Change;

emotion. This paper discusses one specific form of emotional empathy, empathy in response to perceiving another person in need. First, evidence is reviewed suggesting that there are at least two distinct types of congruent vicarious emotional responses to perceiving another in need: feelings of personal distress (e.g., alarmed, upset, worried, disturbed, distressed, troubled, etc.), and feelings of empathy (e.g., sympathetic, moved, compassionate, tender, warm, softhearted, etc.). Next, evidence is reviewed suggesting that these two vicarious emotions have distinct motivational consequences. Whereas personal distress seems to evoke egoistic motivation to reduce one's own aversive arousal, as a traditional Hullian tension-reduction model would propose, empathy does not. Motivation evoked by empathy appears to be altruistic. The ultimate goal seems to be reduction of the other's need, not reduction of one's own aversive arousal. The emotional and motivational differentiation suggested by the empirical evidence seems more congruent with the analysis of the nature of emotion and motivation proposed long ago by McDougall than that proposed by Hull. (Author)

ED 250 628 CG 017 830

Hurst, Duane F.; And Others
Centripetal/Centrifugal Family Style of Families with Aggressive and Non-Aggressive Boys.
SPONS. AGENCY- Indiana State Univ., Terre Haute.
PUB DATE- Mar 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Children; Elementary Education; Family Involvement; *Family Relationship; *Males; *Parent Child Relationship; Social Behavior
IDENTIFIERS- *Scales for Centripetal Centrifugal Family Style

Research on family interaction has characterized family style on centripetal and centrifugal dimensions, representing opposing natures with their own continua. Centripetal forces produce binding, or a prolonged process of separation of parent and child; centrifugal forces preciptate expelling, or hastened separation and

majority of women attributed their performance to their skills and abilities and identified the type of work they were doing as the most important aspect of their jobs. These results support the situation-centered perspective. (BL)

ED 250 643 CG 017 845

Mitchell, Roger E.

Stress, Social Support and Functioning: Beyond the Stress-Buffering Effect.

PUB DATE- Aug 84

NOTE- 16p.; Paper presented as part of the symposium "Investigations of Variables Buffering Life Stress: Current Trends" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Coping; Helping Relationship; Mental Health; *Research Methodology; *Research Needs; Social Behavior; Social Science Research; *Social Support Groups; *Stress Variables

As the belief that social support and coping can moderate the impact of stress becomes part of the common wisdom in the mental health field, the demand for support-oriented interventions has increased. However, a review of the stress-buffering research indicates that the effect of support is more modest and more complex than most researchers suggest. Interesting stress-support relationships at the significant level have led many to pay less attention to the implications of the large numbers of nonsignificant and problematic findings. Some inconsistencies may be due to methodological issues both in hypothesis development and statistical design. A more enriched understanding of the role of social support requires a paradigm shift that will expand the questions being asked. Research should focus on an ecological perspective examining the determinants of stress, coping, and support patterns; the costs and consequences associated with helping behavior; systematic consequences of support patterns; and the social and personal context of support. Such an approach goes beyond the stress-buffering hypothesis, toward providing a richer understanding of the role of support in the process of adaptation. (BL)

increasingly important as the quality of the recruit population has declined and the job demands faced by enlisted personnel have expanded. This training is aimed at that group of recruits who cannot read well enough to be successful in service schools. The Navy first initiated programs designed to remedy academic deficiencies in its personnel during World War II, but an official policy on remedial training in basic skills was not issued until 1978. At that time several preexisting programs were given official sanction, including one, Academic Remedial Training (ART), which has been operating at each of the Navy's three recruit training centers since 1967. ART provides instruction in basic reading and study skills, as well as in verbal skills, using a standardized curriculum and testing plan. The population served by ART has consisted of those recruits who score below 6.0 reading grade level (RGL) in reading comprehension on a screening test and recruits with higher RGL scores who experience academic difficulty during recruit training. Beginning with the 1985 fiscal year, any recruit reading below the 8.0 RGL will be enrolled in the program. An analysis of the Navy recruit population for the 1981-83 fiscal years found about 3.6% reading at or below the 6.0 RGL. The principal criterion that has been used to evaluate ART is the percentage of attrition among students assigned to the program. By that standard the ART program has been highly successful in remediating recruit deficiencies, with course completion rates ranging from nearly 92% in 1981 to 97% in 1983. (RBW)

ED 250 658 CS 007 818

Cleland, Craig J., Ed.
Pennsylvania Reading Research Directory.
Keystone State Reading Association, Pa.
PUB DATE- 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Communication; *Content Area Reading; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Reading Comprehension; *Reading Instruction; Reading Programs; *Reading Research; *Reading Strategies; Research Methodology; *Teacher Role
IDENTIFIERS- *Pennsylvania

Haussler, Myna M.; Goodman, Yetta M.
Resources for Involving Parents in Literacy Development. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 11p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Early Reading; Elementary Education; *Family Environment; Literacy; Parent Child Relationship; *Parent Role; Preschool Education; Reading Instruction; *Reading Readiness; *Reading Research; *Resource Materials
IDENTIFIERS- ERIC Digests; Theory Practice Relationship

Intended for parents, as well as school administrators, policymakers, and teachers, this digest discusses resources available for developing children's early literacy. The digest first discusses research indicating the role of parents in early reading experience, then discusses, in general terms, sources for literacy materials for parents, classrooms, and the community. The digest concludes with a bibliography and a list of organizations that distribute literacy materials. (HTH)

ED 250 674 CS 007 842

Andrews, Jean F.; Mason, Jana M.
How Do Young Deaf Children Learn to Read? A Proposed Model of Deaf Children's Emergent Reading Behaviors. Technical Report No. 329.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 54p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Child Language; *Deafness; *Developmental Stages; Elementary Education; *Finger Spelling; Language Acquisition; Language Processing; *Models; Parent Child

the obvious effects of the use of the word processor. It took years for writing to stop imitating oral language, and word processing programs still imitate the typewriter and the printing press. Thus, writers have probably not yet experienced the full stylistic potential of electronic writing. (RBW)

ED 250 687 CS 208 640

Hudson, Sally A.
Defining the Reader's Role: An Approach to Teaching Literature.
PUB DATE- Apr 84
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (3rd, Columbus, OH, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Cognitive Processes; Higher Education; *Literary Devices; *Literature Appreciation; *Periodicals; Reading Improvement; Student Reaction; *Teacher Role; Teaching Methods
IDENTIFIERS- *Audience Awareness; *Author Reader Relationship; Readership Analysis; Reader Text Relationship

Students can be introduced to reader-writer relationships with the print world they recognize as most friendly, magazines. Comments concerning the wide range of magazines and the specificity of an individual magazine's audience should arise naturally. Teachers might ask their students to discover what textual features led to their definitions of reader. After the excitement of the magazine unit, students can be asked to complete a "definition of a reader" form for themselves as readers. Students should also be encouraged to question why they like certain publications and not others, as well as what they would have to do to become more like the intended readers of certain texts. If texts from different historical periods or cultural backgrounds are to be studied, a perfect opportunity arises for discussing how writers have changed their readers' world views and literary experiences over time and place. To help students realize reader-writer interactions, the teacher can play an important role by (1) continuing to let students respond; (2) encouraging them to define intended readers, to search for discrepancies between those readers and themselves, and to

Interdisciplinary Approach; Language Arts; *Learning Activities; *Newspapers; Reading Instruction; Reading Skills; Science Instruction; Social Studies; *Teaching Methods
IDENTIFIERS- *Newspaper in Education Program

Organized by sections of the newspaper, this booklet contains activity sheets that can be used to teach basic skills in a variety of subject areas, including language arts, reading, mathematics, social studies, and science. Designed for adaptation to most grade levels, the activity sheets allow students to use different newspaper sections to locate details, categorize, sequence, distinguish fact from opinion, locate main ideas, form sentences, find facts, think critically, solve math problems, write creatively, comprehend, organize facts, and understand consumer information. (FL)

ED 250 704 CS 208 663

Smith, Richard J.
Using Poetry to Teach Reading and Language Arts: A Handbook for Elementary School Teachers.
REPORT NO.- ISBN-0-8077-2708-3
PUB DATE- 85
NOTE- 145p.
AVAILABLE FROM- Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($13.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Classroom Techniques; Elementary Education; English Instruction; Instructional Materials; *Language Arts; *Learning Activities; Lesson Plans; *Poetry; *Reading Instruction; *Teaching Methods

Intended for elementary school teachers, this guide is designed to help them discover the power of poetry for teaching reading and other language arts. The discussions in the first three chapters focus on the "why" of using poetry for language arts instruction and offer a number of suggestions for teaching the language arts to meet a variety of specific objectives. Chapters 4 and 5 consist of poems written for students by the author, with the poems in chapter 4 most appropriate for students in grades one through three, and those in chapter 5 most appropriate for students in grades four through six. Immediately following each poem is a brief description

Study No. 4.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 81
NOTE- 81p.; Prepared through Bay Area Writing Project.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Management by Objectives; *Peer Teaching; Personal Narratives; *Teaching Experience; Tutorial Programs; *Tutoring; *Tutors; *Writing Instruction; Writing Skills
IDENTIFIERS- *Basic Writing; Bay Area Writing Project; Journal Writing

Providing a complex representation of a beginning writing tutor's role, this monograph, written as a journal, was drawn from a tutor's own perceptions and those of her students. While refinement of composition skills frames the entire narrative, the day-by-day record of the tutor's first quarter also emphasizes such skills as goal setting, effective questioning, and motivating students to become self-confident learners. The appendix includes information sheets given to students and tutors at the Writing Center, Student Learning Center at the University of California, Berkeley; the sheets deal with how to get the most out of tutoring, goal setting for writing tutors, the goal-setting process, and how to avoid doing a student's homework. A measure of student tutoring style, a personal checklist of tutoring skills, and an instructor's guide to marking symbols and grammatical terms are also included in the appendix. (HOD)

ED 250 718 CS 208 690

Marashio, Nancy; And Others
Writing: A Window to Our Minds. Writing Teachers at Work.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82

advantage, they claim that the resulting impact of the disadvantage is really not the evil the negative team has disguised it to be, but actually provides even greater advantages than the affirmative had claimed. One way to judge turnarounds is to determine whether they meet the prima facie burdens of the affirmative argument. That is, a turnaround must have supporting evidence and adequate explanation, it must be topical, and its impact must outweigh the other disadvantages, or at least do so coupled with the remaining case significance. (HTH)

ED 250 733 CS 504 741

James, Anita C.
Practical Applications and Community Needs: Placing the Communication Campaign in the Community.
PUB DATE- Nov 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; *Course Content; Course Descriptions; Higher Education; *Interpersonal Communication; *School Community Relationship; Speech Communication; *Speech Curriculum; Speech Instruction; Teaching Methods
IDENTIFIERS- *Community Campaigns; Community Needs

Within the structure of a senior and graduate level course, students in the Ohio University school of interpersonal communication collaborate with community groups in the creation of campaigns promoting issue-awareness, political candidates, fund raising events, and citizen action. The course objectives include teaching students to understand the communication processes involved in the development of a campaign and to provide constructive comments about its organization, development, and execution. The class objectives may be achieved in one of three tracks: (1) lowest level of direct involvement; (2) high level of planning and organizing with no direct participation; or (3) organizing, participating, and evaluating. Class time is spent either discussing materials from the text or listening to guest speakers. The text materials focus on the role of communication in campaigns in such areas as candidate images, agenda setting by the media, persuasive strategies, and nonprofit organizations. The

DESCRIPTORS- Educational Research; *Item Analysis; *Latent Trait Theory; Measurement Techniques; *Models; *Speech Communication; Speech Instruction; *Test Construction; Testing; Test Items; *Test Theory; Test Validity
IDENTIFIERS- *Rasch Model

The goal of test design is to devise an instrument that will provide a stable and accurate assessment of student ability in some area. One means of reaching this goal is through the use of latent trait models, which determine the relationship between the unobservable trait or ability and the observable test performance. Three common latent trait models include the one parameter (or Rasch) logistic model, the two parameter logistic model, and the three parameter logistic model. Of these, the Rasch model is preferred, due to its ease of application and the fact that test scores serve as a sufficient statistic for ability estimation. In addition, computer programs are more widely available for the Rasch model than for the other two models. Latent trait models also have a number of characteristics that make them superior to classical test models. Among them are the properties of objectivity and information, and the ability to identify biased test items. To test its application in the context of communication education, the model was used with two parallel forms of a 75-item multiple choice final examination. Given the results of the initial factor analyses, the data fit the assumption of test unidimensionality, as required by the Rasch model analysis. The model was able to recover known item parameters ("known" in the sense that they should be equal), and the shapes of the two test information functions were bell-shaped rather than flat. (HOD)

ED 250 748 CS 504 760

Saint Damian, Banisa; Valentine, Carol Ann
Gender and Culture as Determinants of the Ideal Voice.
PUB DATE- Aug 84
NOTE- 38p.; Paper presented at the Annual Meeting of the Communication Language and Gender Conference (7th, Oxford, OH, October 15-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Speech); *Attitudes; *Communication Research; Comparative Analysis; *Cross Cultural Studies; *Cultural

School Business Relationship
IDENTIFIERS- California; Southeastern Regional Council Educ Improvement; West Virginia

An interpretive report of the conference "Creative Partnerships in Technology: An Open Forum," held in Atlanta, Georgia, fall 1983, is presented. The first section, "Computers and Learning," discusses the fact that the instructional capacity of the computer makes it possible to transcend the limits of the current educational system. The need to rethink instructional practices is outlined and indications are made that the basic motivation for education has changed, e.g., with increasing computer use the role of memorization in learning may be on the way out. Section 2, "Beyond the Computer--Skills for Tomorrow," redefines skills needed in a technological age and suggests the following trends: (1) the growing importance of public and private partnerships supporting public schools, (2) an increased emphasis on lifelong learning, (3) greater cooperation within the educational community, and (4) the need to bring about legislation and public support for major philosophical change. In section 3, "Computer Literacy," the definition and evaluation of computer literacy are discussed. The fourth section, "Realizing the Potential--Making Technology Work in the Schools," discusses the assessment of teacher competencies, the evaluation of software, and the use of networking. Case studies of California's and West Virginia's educational computer programs are provided in section 5, "The Process of Change--Two Approaches." Section 6, "Next Steps--Forming a Regional Agenda," discusses planned partnerships for positive change. The keynote address, "A Nation's Schools in Transition," presented by LeRoy Hay, the 1983 National Teacher of the Year, is included along with five appendixes. (MD)

ED 250 762 EA 017 065

Maurer, Adah
1001 Alternatives to Corporal Punishment. A Practical Handbook of Outrageous, Original and Sometimes Useful Ideas.
PUB DATE- 84
NOTE- 58p.
AVAILABLE FROM- Publication Sales, Generation Books, 977 Keeler Avenue, Berkeley, CA 94708-1498 ($4.95; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

*Educational Change; *Educational Improvement; Generation Gap; Government Role; *Home Schooling; Learning Readiness; Parent Role; Peer Influence; Research Reports; *School Entrance Age; Self Esteem; Socialization

From ancient times through the early centuries of this country's history, early puberty has been considered the proper time to go to school. Now, however, educators and psychologists have brainwashed the public into thinking that public schools can outparent families. The state has taken over education and removed children from the home at too young an age. This practice has led to: (1) a poorer education, as shown by the decline in literacy since the beginning of public education; (2) the creation of a generation gap, as a result of keeping children in institutions and away from parents; and (3) peer dependency and poor self-worth attitudes, because children spend more time with peers than with parents. Research and example have proved the theses that the home is the best educational nest, that parents are the best educators, and that parents are educable. Educational factors that make home schooling successful include the importance of the singular adult example undiluted by too many peers, the need to explore widely without the inhibitions of the classroom, the need for many quality personal adult-to-child responses, and the availability of books in public libraries. The best age for school entrance is in the range of 8-12 years old, as determined by early childhood studies on socialization and readiness for learning. Twenty-eight recommendations to offset many of the myths of modern education--supported by history, research, or common sense--are listed. (DCS)

ED 250 777 EA 017 247

Sielaff, Marcia
The Parents Movement: Grassroots Origins.
PUB DATE- 84
NOTE- 25p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p251-274. For the complete document, see EA 017 236.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Basic Skills; *Educational Change; Educational Experiments; *Educational Improvement; Educational Legislation; Federal Programs; *Parent Associations; *Parent

An Overview of School Improvement Programs.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-OP-67
PUB DATE- Oct 83
NOTE- 24p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Publication Sales, Institute for Research on Teaching, College of Education, Michigan State University, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Cooperative Programs; *Educationally Disadvantaged; Elementary Education; Enrichment Activities; *Improvement Programs; Intermediate Grades; *Program Descriptions; Program Effectiveness; *School Effectiveness; Schools of Education; State Agencies; *State Programs; State School District Relationship; Student Improvement; Urban Schools
IDENTIFIERS- Connecticut (New Haven); Connecticut State Department of Education; Illinois (Chicago); Kent State University OH; Michigan State University; Milwaukee Public Schools WI; Missouri (Saint Louis); New Jersey Education Association; School Improvement Project (New York City); University of Michigan

Programs of school improvement based on characteristics of effective schools as identified by school effects researchers have proliferated in recent years. This paper describes major school improvement programs now underway throughout the United States: (1) programs organized and administered within schools and school districts in New York City; Milwaukee, Wisconsin; St. Louis, Missouri; New Haven, Connecticut; and Chicago, Illinois; (2) programs administered by state education agencies in Connecticut and New Jersey; and (3) programs of research, development, and technical assistance at Kent State University (Ohio), the University of Michigan, and Michigan State University. All the programs described are school-based, and while they advocate increased financial support for schools, all focus on more efficient use of existing resources. Moreover, all use increased achievement for underprivileged children as the measure of gain. (Author/TE)

ED 250 791 EA 017 298

this study, five symposium papers are presented. In the first paper, "Collecting Data in High Schools: Methods and Madness," Leslie Huling-Austin addresses the problems of collecting data in high schools and describes the methodologies developed. Study findings are presented in the remaining four papers: "Changes in High Schools: What Is Happening--What Is Wanted," by William L. Rutherford and Leslie Huling-Austin; "Community, Context, and Co-Curriculum: Situational Factors Influencing School Improvements in a Study of High Schools," by Suzanne M. Steigelbauer; "Sources of Leadership for Change in High Schools," by Gene E. Hall and Frances M. Guzman; and "Facilitating Change in High Schools: Myths and Management," by Shirley M. Hord. Discussant remarks by Joseph C. Vaughan (symposium chair) and Freda Holley follow the papers. (TE)

ED 250 804 EA 017 312

Gottfredson, Gary D.
Assessing School Climate in Prevention Program Planning, Development, and Evaluation.
SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 24 Aug 84
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984). Some figures may not reproduce due to light, small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Delinquency Prevention; *Discipline; Discipline Policy; *Discipline Problems; *Educational Environment; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Program Design; Program Evaluation; Questionnaires; Site Analysis
IDENTIFIERS- *Effective Schools Battery; National Institute of Education; Office of Juvenile Justice Delinquency Prevention

This paper describes the presentations made at a symposium of behavioral scientists conducting research on school disorder and delinquency prevention. The application of a climate assessment battery in organizational development and the evaluation of disciplinary programs in schools is described. The "Effective Schools Battery" (ESB) produces climate profiles to diagnose school

Update '84. Results of Initiatives Identified in "Issues and Directions."

Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7743-9565-6
PUB DATE- 84
NOTE- 105p.
AVAILABLE FROM- Publications Centre, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8 Canada.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Administration; *Educational Assessment; Educational Change; Educational Objectives; *Educational Planning; Educational Policy; Elementary Secondary Education; *Enrollment Trends; Finance Reform; Foreign Countries; *Government School Relationship; Multicultural Education; Postsecondary Education; Program Design; *Program Implementation; Teacher Certification; Teacher Education
IDENTIFIERS- Canada; *Ontario; Ontario Department of Education (Canada)

In 1980, the Ontario Ministry of education published "Issues and Directions," a set of initiatives drafted in response to the effects of declining school enrollments in Ontario. This publication is a retrospective report, looking back at the initiatives set out in "Issues and Directions" and reporting on their results as of March 1984. After a brief introductory section, the remaining six sections are organized according to the major groupings of information in "Issues and Directions": (1) educational goals, program organization, and curriculum; (2) educational finance, operating grants, and school accommodation measures; (3) the teaching profession, teacher education, certification, and professional development; (4) governance and administration; (5) French-language elementary and secondary education; and (6) anticipating and preparing for the future. Within each section, results are grouped by topic. Summary tables have been included to facilitate the linking of initiative results with the two- and three-starred items of "Issues and Directions." A list of references is provided, along with a guide to acronyms. (TE)

education and excellence held at the 1983 meeting of the National Conference of State Legislatures. California's approach is highlighted, based on the assumption that a thoughtful strategy precedes successful passage of comprehensive legislation. Three other general legislative approaches to improving education are given, contrasting a strategy of centralizing state authority over the schools to one of delegating maximum responsibility locally, and concluding with some suggestions on how to strike the middle ground. (Author/MLF)

ED 250 832 EA 017 349

Harrison, William A.
Attracting and Retaining Qualified Teachers. An Issue Brief of the Education and Job Training Program.
National Conference of State Legislatures, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 11p.
CONTRACT- 400-83-0027
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Educational Improvement; Elementary Secondary Education; *Faculty Mobility; Labor Turnover; *Policy Formation; Professional Recognition; *State Action; Teacher Morale; Teacher Persistence; *Teacher Recruitment; Teacher Salaries; Teacher Supply and Demand; *Teaching (Occupation); Teaching Conditions

The problem of attracting and retaining qualified teachers is defined; and the complicating factors, current research, and policy options and implications are outlined in this issue brief. Complicating factors cited range from increased employment opportunities for women and minorities outside the teaching profession to difficulty in objectively measuring teacher performance. Research shows that better respect, status, and working conditions are the most important factors in attracting people to the profession and getting them to stay. Advantages and disadvantages are given for each of 24 policy options that range from increasing all teacher salaries to establishing a merit pay system. Legislators are advised that no single policy is likely to solve a state's problem of recruiting and retaining qualified manual provides a master sequence of program components, with tasks matched to textbook units and laboratory manual sections. The second and third sections of the guide provide information on instructional materials and equipment needed, while the fourth section suggests ways to modify the curriculum to meet the needs of special students. The main section is the instructor's guide to learning activities for the 15 tasks of the curriculum. Each guide sheet contains objectives, attitudes and values to be developed, contents of the learning activities, checkout activities, and suggested references. The student task assignment sheets are also included. (KC)

ED 250 448 CE 039 852

Engleman, Marcia A.
Vocational Assessment for the Handicapped. Program Manual and Final Report.
Northern Kentucky Vocational Region 7, Edgewood.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.
PUB DATE- Jan 84
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Diagnostic Teaching; Diagnostic Tests; *Disabilities; Educational Diagnosis; Employment Potential; *Individualized Education Programs; Job Skills; Job Training; *Models; Postsecondary Education; Program Descriptions; Secondary Education; Student Evaluation; Vocational Aptitude; Vocational Education; *Vocational Evaluation; *Vocational Schools; Work Sample Tests

This manual describes a process by which the pooling of resources, appropriate analyses, and utilization of vocational programs and personnel can be combined to provide a reasoned approach to the assessment of the training and employment potential of handicapped individuals. Section I begins with a review of the program that developed assessment competencies and provided vocational assessment within a vocational school setting to individuals with a variety of handicapping conditions. Other contents include job descriptions of essential staff for a vocational assessment program within a vocational school, referral/assessment procedures, and program recommendations. Section II describes these components of a

An 18-month project was conducted to create a microcomputer version of the National Center for Research in Vocational Education's Career Planning System (CPS) designed for use with mildly mentally retarded, learning disabled, and behaviorally handicapped middle school students. Separate formative and summative evaluations measured the effectiveness of the microcomputer version of CPS. During the formative evaluation, researchers administered exit interviews to 49 students completing the 10-week pilot test of CPS and asked the 7 teachers at the 5 pilot test sites to complete instructor logs. Summative data were gathered through two evaluation instruments: data regarding the impact of the CPS materials were obtained via the administration of pre- and posttests to students in experimental and control groups, and data concerning the teachers' assessments of the programs' overall quality were elicited through a five-point rating scale that was included on the instructor log. Students and teachers alike found the microcomputer version of CPS interesting, enjoyable, and usable. The pre- and posttest scores of the experiment group further attested to the effectiveness of CPS. (Copies of the evaluation instruments used are appended.) (MN)

ED 250 462 CE 039 886

Long, James P.; Neuman, Delia

Adaptation of the Resource Room Version of the Career Planning System for Use with Microcomputers. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Mar 83

NOTE- 44p.; For a related document, see CE 039 885.

GRANT- G008102289

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Education; *Career Planning; Computer Assisted Instruction; *Courseware; *Curriculum Development; Delivery Systems; *Disabilities; Individualized Instruction; Instructional Materials; Junior High Schools; Material Development; Microcomputers; Pilot Projects; Program Development; Program Effectiveness; Program Implementation; *Resource Room Programs; Special Education

IDENTIFIERS- *Career Planning System; Special Needs Students findings of the youth entitlement demonstration, and questions and answers. (YLB)

ED 250 474 CE 039 924

Hearing on Adult Education. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 22 Mar 84

NOTE- 55p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adult Education; *Adult Literacy; Adult Programs; *Basic Skills; Educational Legislation; *Federal Legislation; Hearings; *Illiteracy; *State Programs

IDENTIFIERS- *Adult Education Act 1966; Congress 98th

This is a congressional hearing on H.R. 11, a bill to extend several expiring education programs. The focus is on the Adult Education Act, a program that provides grants to states to help provide basic skills to illiterate adults and adults without a high school diploma. The text of H.R. 11 is provided. Testimony includes statements, prepared statements, letters, supplemental materials, etc., from individuals representing the National Advisory Council on Adult Education; Division of Educational Services, Ohio Department of Education; Illinois State Superintendent of Public Instruction; State of Kentucky; and the American Library Association. (YLB)

ED 250 475 CE 039 926

Vocational-Technical Education Act of 1983. Part II. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education

Anderson, B. Harold; King, J. Wayne

Perceptions of High Tech Industry Executives and Administrators of Public Two-Year Postsecondary Institutions Regarding the Training Needs of High Tech Industries. Research Report.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver. Div. of Occupational Education.

PUB DATE- Jun 84

NOTE- 101p.; Document contains portions in small print.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; *Educational Needs; Educational Research; Employer Attitudes; Entry Workers; Industry; *Job Skills; *Labor Needs; Postsecondary Education; Relevance (Education); School Business Relationship; *School Role; State Surveys; *Technical Institutes; *Technological Advancement; Two Year Colleges

IDENTIFIERS- Colorado; *Colorado Advanced Technology Institute

Perceptions of Colorado high technology industry executives and administrators of public two-year postsecondary institutions were surveyed to determine if the educational needs of high technology industries are being met. Their perceptions were also surveyed regarding the role of the Colorado Advanced Technology Institute. Data were obtained from executives and administrators in Colorado and 12 other states. Data analysis revealed that good work habits and special technical skills were rated very important. Broad general education and computer literacy skills received the lowest rating. The greatest need was perceived for technicians, then skilled workers and bachelor's degree graduates. High technology industries' recommendations as to how educational institutions can better serve their needs included the following: provide better quality programs, teach students good work habits, and provide more flexibility in programs. Factors preventing high technology firms from seeking cooperation from institutions included failure of educators to communicate what services they provide to industry, and lack of flexibility or ability to provide short-term or fast track programs. Factors that reduced institutions' ability to serve industry were lack of resources, lack of qualified instructors, and improper facilities. (Twenty-one tables are provided. Appendixes include survey mailing lists and questionnaires.) (YLB)

To determine why some persons leave the university while others remain in the student role, a study compared a group of 44 university students aged 60 and over with a group of 50 ex-students of the same age. The two groups were comparable in age, education, sex, and income. The ex-students stayed at the university a significantly shorter time (2.5 years) than the students (4 years). Both groups felt accepted at the university and felt supported in the student role by faculty, students, and relatives and friends. The ex-students left primarily after reaching their objectives; a large proportion became employed. The continuing students planned on remaining at university indefinitely, even after obtaining their degrees. Findings indicated that the groups of older students and ex-students appeared to differ only in the length of time spent at the university and in their employment status. However, for one group the student role acted as a means to meeting other objectives, while for the other it was an end in itself. Moreover, leaving the student role was not difficult for the one group while it appeared inconceivable for the other. (Four tables are attached.) (Author/YLB)

ED 250 502 CE 040 013

National Conference on Vocational Education and Training Policy for Today and Tomorrow. Summary Report (Washington, District of Columbia, March 15-16, 1984).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- National Advisory Council on Vocational Education, Washington, D.C.; National Commission for Employment Policy (DOL), Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Mar 84

NOTE- 35p.; For the complete conference proceedings, see CE 040 014.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Demography; Economic Change; Educational Cooperation; Educational Needs; Educational Planning; *Educational Policy; *Educational Trends; *Futures (of Society); Government Role; Influences; *Job Training; Policy Formation; Postsecondary Education; *Public Policy; School Business Relationship; Secondary Education; Social Change; Technological Advancement; *Vocational Education

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Associate Degrees; Attitude Measures; Classroom Techniques; Communication Skills; *Discussion Groups; *Group Discussion; Group Dynamics; Guidelines; Interpersonal Competence; Learning Activities; *Nursing Education; *Perspective Taking; Questionnaires; Self Concept; Self Evaluation (Individuals); *Sensitivity Training; *Socialization; Stress Management; Teaching Methods; Two Year Colleges

This curriculum guide consists of materials for use in implementing two 10-meeting series of group discussions designed to enhance the process of the socialialization of students enrolled in an associate degree nursing program. Addressed in the discussion sessions are the following topics: developing an awareness of self-concept and gaining feedback from others, practicing active participation in a peer group by demonstrating both group building and maintaining roles, evaluating responses to positive and negative stresses and mastering stress management techniques, investigating the syndrome of reality shock in the role transition from student to nurse, identifying and managing conflict to promote positive behavioral change and to enhance self-awareness and self-growth, examining and clarifying personal values regarding crucial nursing issues as they arise in a practicum setting, and identifying aspects of one's self in relationship to nursing and to one's performance as a student. Each of these objectives is addressed several times together with different combinations of objectives in the 20 discussion outlines presented in the curriculum. The individual discussion outlines may contain some or all of the following: a list of objectives, procedures, one or more suggested learning activities, and a self-evaluation instrument. (MN)

ED 250 516 CE 040 040

Taylor, Mary Ann
Curriculum Planning for Oral and Maxillofacial Surgery Assistant Program. Final Report.
Saint Louis Community Coll. at Forest Park, Mo.
SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
PUB DATE- 25 Jun 84
NOTE- 35p.
LANGUAGE- English

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Caregivers; Child Care Occupations; Child Development; Child Rearing; Citations (References); Classroom Techniques; Day Care; Day Care Centers; Definitions; *Demonstrations (Educational); Disabilities; *Exceptional Persons; Individualized Education Programs; *Laboratory Procedures; *Learning Activities; Lesson Plans; *Mainstreaming; Normalization (Handicapped); Postsecondary Education; Teaching Methods

This laboratory manual was designed for use by students in postsecondary courses that prepare them to be child caregivers or directors. The workbook is especially useful for students in lecture-laboratory courses on mainstreaming children with special needs into regular child care settings. This manual, designed as a laboratory experience guide and workbook, is written at a 10th-grade reading level The format permits students to answer questions and make notes directly in the manual. The manual is organized into six units that correspond with the units in the Instructor's Guide. The units cover the following topics: understanding mainstreaming, the caregiver's role in screening and assessment, understanding special needs, promoting positive interactions, learning in the mainstreamed child care program, and supporting parents. Each unit begins with performance objectives. The objectives correspond with the unit objectives in the Instructor's Guide. An overview introduces basic concepts related to the unit topic. Suggested readings for indepth study are given at the end of the overview. Laboratory experiences in each unit include both observation and participation assignments. The learning objectives for each experience are designed to help students achieve one or more of the performance objectives. Participation evaluation forms are included for the instructor's use in evaluating a student's performance in the laboratory. Other components of the student laboratory manual include guidelines for successful laboratory experiences, a glossary, and a 16-item bibliography. (KC)

ED 250 531 CE 040 066

Demonstrate a Concept or Principle. Second Edition. Module C-17 of Category C--Instructional Execution. Professional Teacher Education Module Series.

legislature funded the program for an additional year with a goal of creating 22 such services by the year 2000. An out-of-state evaluation team that did a comprehensive summative evaluation concluded that the EIC program is a healthy and effective service that should be continued and expanded. The evaluation team synthesized data from reports and documents from the sites, documentation of policy and procedural changes, a client survey, and focus group interviews. (KC)

ED 250 543 CE 040 089

Michigan Life Role Competencies. Special Education Edition.
Michigan State Board of Education, Lansing.
PUB DATE- Oct 84
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Aesthetic Education; Aesthetic Values; *Citizenship Responsibility; Communication Skills; Competence; *Daily Living Skills; Disabilities; *Educational Needs; *Employment Potential; Family Life; Homemaking Skills; Home Management; Humanistic Education; *Interpersonal Competence; Job Skills; Secondary Education; Skill Analysis; Social Responsibility; *Special Education
IDENTIFIERS- Michigan; *Michigan Life Role Competencies Project; Special Needs Students

This competency listing presents the 42 employability and occupational, personal and family management, civic and social responsibility, and aesthetic and humanistic appreciation skills that are needed by secondary special education students, as they were determined during the Michigan Life Role Competencies (MLRC) Project. (The MRLC Project was an undertaking designed to provide a framework for studying the secondary school curriculum, for verifying student attainment of life role skills, and for exploring ways to improve all Michigan secondary schools.) Included in the first section of the listing are eight skills and subskills dealing with such areas of employability and occupational preparation as using communications, mathematics, and critical thinking skills; understanding the roles that values and attitudes play in employment; comprehending career requirements for areas of personal choice; and determining career opportunities that are consistent with individual abilities and values. The second section outlines

IDENTIFIERS- Business Mathematics

This collection of competency statements deals with the eight skill areas in which entry-level general office workers must have competence. Addressed in the individual sections of the volume are the ability to type, to use good business English, to perform business filing, to utilize business math concepts, to use office machines, to understand and perform the functions and duties of various office occupations, to comprehend general office policy, and to complete a variety of office preemployment exams. The eight sections of the guide include subcompetency statement sheets, each of which includes the following: the competency area addressed, a competency statement, a competency indicator, one or more benchmarks, and a list of assessment criteria. (MN)

ED 250 557 CE 040 112

Auerbach, Sonia; Werner, Claire
Basic Education Competencies for JTPA Youth.
Los Angeles Unified School District, Calif.
PUB DATE- Aug 84
NOTE- 127p.; For related documents, see CE 040 110-113.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Competence; English; Evaluation Criteria; *Mathematics Skills; Measurement Techniques; Reading Comprehension; *Reading Skills; Secondary Education; Skill Development; Student Evaluation; Vocational Education; *Writing Skills
IDENTIFIERS- *Job Training Partnership Act 1982

This collection of competency statements deals with the reading, writing, and mathematics skills that youth participating in Job Training Partnership Act (JTPA) programs should develop. Addressed in the individual sections of the volume are the following basic skill areas: gaining proficiency in elementary reading, developing the ability to read effectively, learning to communicate ideas in written English, gaining a knowledge of fundamental mathematics, and understanding customary standards of measure. The sections of the guide include subcompetency statements, each of which includes the following: the competency area addressed, a competency statement, a competency indicator, one or more benchmarks, and one or more assessment criteria. (MN)

IDENTIFIERS- *Wyoming

Designed to update an original study conducted two years ago, this study questioned businesses across Wyoming about the job skills needed by persons graduating from high school and immediately entering the work force in office occupations. A questionnaire was sent to 210 businesses across the state, with a response rate of 62 percent (137 responses). Some of the following information was gathered from the study: (1) shorthand does not seem to be as important to Wyoming employers as teachers have been led to expect; (2) typing skills are vitally important to all areas of office occupations; (3) other skills rated as important include mailing skills, records management, organization/time management, human relations, and telephone communications, (4) reprographic skills seem to be relatively unimportant; (5) mathematics and calculator skills, although important, seem not to be as vital as they once were; and (6) business knowledge is not rated as important. The results of the study were used to make suggestions for curriculum changes in Wyoming office occupations education programs. (KC)

ED 250 570 CE 040 159

Continuing Education/Training Needs of Water Utility & Wastewater Works Personnel in Wisconsin. Report of a Cooperative Statewide Survey.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Natural Resources, Madison.; Wisconsin Univ., Madison, Univ. Extension.; Wisconsin Univ. - Stout, Menomonie.; Wisconsin Vocational, Technical and Adult Educational Services, Madison. District Consortium.

PUB DATE- 84

NOTE- 200p.; Also sponsored by American Water Works Association (Wisconsin Chapter) and Wisconsin Wastewater Works Operator's Conference.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Certification; *Continuing Education; Drinking Water; *Educational Needs; *On the Job Training; Postsecondary Education; Skill Development; State Surveys; Statewide Planning; *Utilities; *Waste Water; Water Pollution; Water Quality; Water Resources; *Water Treatment

IDENTIFIERS- *Wisconsin

A survey was conducted during January and February of 1984 to found by 3 weeks in treatment, with a subsequent leveling off. All the organic test measures except the TPT showed significant improvement for the 5-week group, while only the TPT improved for the 3-week group. All measures of cognitive functioning at post-test showed significant improvement. These findings suggest that the field dependency of alcoholics may be in large measure an effect of alcohol rather than a cause. (BL)

ED 250 584 CG 017 783

Adair, Frank A.; Siegel, Laurence
Improving Performance through the Use of Humor.
PUB DATE- Mar 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attention; College Students; Higher Education; *Humor; *Performance; Performance Factors; *Stress Variables

Although the role of humor in relaxation and interpersonal relationships is well documented, its role in increasing performance in the classroom has not been systematically studied. To investigate the effect of appropriately timed humor on performance of a stressful task, 40 college students performed a mathematics test under one of four experimental conditions (high or moderate stress; presence or absence of humor). The procedure entailed a pretest administration of the stressor (the Quiz Electrocardiogram) combined with the dependent measure, a 7-minute break during which the humor/no humor condition was implemented, and a post-break readministration of the stressor with the dependent measure. An analysis of the results showed that humor did not significantly reduce ratings of complexity, time constraint, or ego involvement in high or low stress conditions. However, both the main effect for humor and the humor by stress interactions were statistically significant, indicating that humor improved the level of subsequent task performance. These findings confirm the effectiveness of humor on task performance; however, the underlying mechanisms of that interaction need further clarification. (BL)

Callis, Robert; And Others
Ethical Standards Casebook. Third Edition.
American Personnel and Guidance Association, Washington, D.C.
PUB DATE- 82
NOTE- 186p.; Appendices contain small print.
AVAILABLE FROM- American Association for Counseling and Development, Publication Sales, 5999 Stevenson Ave., Alexandria, VA 22304 ($8.75 member; $9.75 non-member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Case Studies; *Codes of Ethics; *Counseling; Counselor Performance; Counselor Role; Counselors; *Standards

The first part of this casebook for counselors presents the 1981 Ethical Standards of the American Personnel and Guidance Association, now the American Association for Counseling and Development. The second part of the book presents individual ethical standards followed by several incidents intended to illustrate and clarify the meaning of the standard; the incidents vary in seriousness from gross unethical conduct to behavior reflecting poor practices. The third part of the casebook provides three free-standing and more typical incidents that must be examined in light of the standards to arrive at a proper ethical analysis. The fourth section of the book is a selected bibliography. Eight appendices, including various codes of ethics and federal legislation pertinent to the counseling field, conclude the book. (Of special interest to educational counselors are the final regulations implementing the Family Educational Rights and Privacy Act of 1974). (BL)

ED 250 599 CG 017 798

Gardner, Stephen E.
Communities: What You Can Do about Drug and Alcohol Abuse.
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS(ADM)-84-1310
PUB DATE- 83
NOTE- 17p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English

Behavior Change; Children; *Educational Research; Elementary Secondary Education; Health Education; *Program Effectiveness; *School Activities

IDENTIFIERS- New Zealand

This report reviews the research on the effects of school-based alcohol education on alcohol related attitudes and behaviors. The introduction comments on the past 10 years of research, and summarizes a drug/alcohol education research paradigm. The findings highlight the inadequacy of research and the persistent failure of programs to influence behaviors. An analysis of 16 recent studies, 1980-1984, on the effects of alcohol education on school age populations is presented. The analysis includes the names of the studies, the populations, the strategies used, control group and testing information, and comments. Research findings are discussed in relation to the impact of alcohol education on knowledge, on attitudes toward alcohol, and on drinking behavior. The effects of person-focused alcohol education programs are discussed also. The report draws two conclusions: recent school-based alcohol education programs have been only marginally more successful than older, more traditional approaches in influencing youthful drinking behavior; and schools may not be the arena for changing attitudes toward alcohol and patterns of consumption. (BL)

ED 250 614 CG 017 813

Pickens, Keith

The Effects of Anti-Smoking Education: A Review of Research 1970-1983. Report #5.

New Zealand Council for Educational Research, Wellington.

PUB DATE- 84

NOTE- 44p.; A report to the Health Education Resources Project, Massey University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adolescents; *Age Differences; Attitude Change; Behavior Change; Children; Elementary Secondary Education; *Health Education; *Program Effectiveness; *School Activities; *Smoking

IDENTIFIERS- New Zealand

This report reviews the 1970-1983 research on the impact of school-based anti-smoking education on smoking related attitudes and behaviors. A summary and introduction to the report are given. Seventy-four research reports are analyzed according to geographic premature autonomy. To examine how families with aggressive (N=14) or nonaggressive (N=13) boys differ on the Scales for Centripetal/Centrifugal Family Style (SCCFS; Kelsey-Smith and Beavers, 1981) 27 families were studied. Each family was videotaped during problem solving interactions. The videotapes were rated on seven of the eight subscales of the SCCFS. An analysis of the results showed significant centripetal/centrifugal differences in four of the seven subscales tested. Specifically, families with nonaggressive boys compared to families with aggressive boys, scored significantly lower on Positive Feelings, Parental Conflict, and Parental Control--Aggressive Behavior, and significantly higher on Internal Scapegoating and Parental Control--Clinging Behavior. These findings suggest that centrifugally-oriented families may be less forthcoming with positive feelings than those on the other end of the continuum. (BL)

ED 250 629 CG 017 831

Rooney, Gail S.
Sex Differences in Career and Achievement Motivation.
PUB DATE- Aug 84
NOTE- 34p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; *Career Choice; Career Planning; *High School Graduates; Occupational Aspiration; *Role Perception; *Sex Differences; Sex Role

Recent research on sex differences in career and achievement motivation have used one dimensional definitions for the constructs. To investigate sex differences in four dimensions of career motivation, one dimension of achievement motivation, and three clusters of antecedent factors for young women and men, 212 high school graduates (112 females, 100 males), who were 3 years out of high school, completed a battery of career and achievement motivation tests. Data on background characteristics, self-concept factors, and environmental context factors were collected also. An analysis of the results indicated that females endorse a feminine sex role orientation, demonstrate more academic achievement, and are more satisfied with their current role. Males endorse a

ED 250 644 CG 017 846

Catlin, George; Halgin, Richard P.
Laboratory Exercises for an Undergraduate Personality Course.
PUB DATE- Aug 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Best copy available; print is light and blurred.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Experiential Learning; Higher Education; *Personality Traits; *Psychology; Undergraduate Students; *Undergraduate Study

This series of exercises is designed to provide undergraduate students with some experiences to deepen and clarify their understanding of the various approaches to personality. The exercises include the semantic differential, modeling, systematic desensitization, shaping, role construct repertory, free association, and approach-avoidance conflicts. The exercises assume the students will have a general understanding of the theories involved. All of the exercises can be run with a great many students or with only a few. Thus, with sufficient organization, they could be administered to a large lecture class as well as to a small laboratory section. In some cases, arrangements for a room with a capacity larger than the class size would be beneficial. In all cases, a competent teaching assistant should be able to direct the exercises. (Author/BL)

ED 250 645 CG 017 847

Turk, Dennis C.; And Others
Identifying the Links between Chronic Illness and Depression: Cognitive-Behavioral Mediators.
PUB DATE- 25 Aug 84

To help Pennsylvania-based reading professionals share the results of their research with colleagues, this guide contains abstracts of both published and unpublished articles, doctoral dissertations, masters' projects, institutional research projects, and articles in preparation, all prepared by researchers living in Pennsylvania or affiliated with educational institutions in that state. Topics covered in the abstracts include the following: (1) content area reading, (2) implementation of the Pennsylvania Reading Plan in six Title I centers, (3) assessing the ability of primary grade students to use phonics in reading, (4) preschool literary socialization, (5) reading comprehension instruction and content instruction in fourth grade social studies, (6) a successful innercity classroom, (7) implementation of an innovative reading language arts program in an urban elementary school, (8) student attitude and achievement in reading as a function of teacher staff development, (9) learning disabilities and reading disabilities, (10) the effect of imagery on comprehension and retention of a prose reading passage, (11) promoting and helping with senior citizen reading, (12) story knowledge in preschoolers, (13) college reading, (14) readability levels of college freshman texts, and (15) twelfth grade students' comprehension styles. (FL)

ED 250 659 CS 007 819

Thomas, Carol H., Ed.
Merlin's Magic: A Reading Activities Idea Book for Use with Children. Fun with Reading Series.
REPORT NO.- ISBN-0-89774-091-2
PUB DATE- 84
NOTE- 95p.
AVAILABLE FROM- Oryx Press, 2214 North Central at Encanto, Suite 103, Phoenix, AZ 85004 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Elementary Education; *Learning Activities; *Legends; Medieval History; Motivation Techniques; *Program Development; *Reading Instruction; Reading Interests; *Reading Programs; Student Motivation; Thematic Approach
IDENTIFIERS- King Arthur; Magic; *Merlin the Magician

Intended for public and school librarians, teachers and other school personnel, and community groups working with children to

Relationship; Reading Instruction; Reading Research; Sight Vocabulary; Sign Language; Teacher Role; *Teaching Methods; Vocabulary Development

IDENTIFIERS- *Reading Behavior

Evidence from a nine-month longitudinal study of deaf children's early attempts at learning to read provides the construct for an instructional model that stresses that even though the children may have, at the least, a meager expressive sign language vocabulary, they can be lead successfully through the holophrastic or one-word stage of reading development by matching signs and meaning to print. In addition, the evidence identifies three levels of change in this word-reading development. At the first level, the child knows about printed word symbols, can handle a book properly, and begins to attend to stories and label pictures with manual signs. At the next level, the child can: recognize words on food labels, cereal boxes, and road signs in picture contexts; recognize the alphabet using finger spelling; read and print a first name; and attempt to sequence and recall stories. During the third level, the child rapidly increases a sight-word vocabulary, spelling and printing knowledge, and story reciting and sequencing abilities. Two classroom experiments and parent interviews provide additional evidence to support this instructional model. The findings of these efforts suggest that children's communicative interactions about reading related activities using finger spelling and manual signs with parents, teachers, or peers act as precursors to and possibly shape the reading acquisition process that follows. (HOD)

ED 250 675 CS 007 843

Thelen, Judith N.

Improving Reading in Science. Second Edition. Reading Aids Series; An IRA Service Bulletin.

International Reading Association, Newark, Del.

REPORT NO.- ISBN-0-87207-217-7

PUB DATE- 84

NOTE- 64p.; For first edition, see ED 116 181.

AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714 (IRA Book No. 217, member $3.50, nonmember $5.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

adjust in order to deal with new texts; and (3) allowing students to discover what it is about these texts that caused their responses and definitions. (A form for defining the intended audience is included.) (HOD)

ED 250 688 CS 208 644

Gandy, Oscar H., Jr.; Waylly, Mohamed El

The Knowledge Gap and Foreign Affairs: Factors Associated with Differential Knowledge of the Palestinian/Israeli Conflict.

PUB DATE- Aug 84

NOTE- 18p.; Paper presented at the Congress and General Assembly of the International Association for Mass Communication Research (14th, Prague, Czechoslovakia, August 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Blacks; Community Surveys; Educational Background; *Ethnicity; Interests; Jews; Journalism; *Knowledge Level; *Media Research; News Media; *Racial Differences; Television Viewing; Whites; *World Affairs

IDENTIFIERS- *Media Use; Palestinian Israeli Conflict

Survey data were gathered from 218 Black, Jewish, and other nonblack respondents in a study that examined the relationships between knowledge of specific facts related to the Palestinian/Israeli conflict in the Middle East and the respondents' education, ethnicity, religion, media use, exposure to related news items, and interest in world affairs. Knowledge of Palestinian/Israeli affairs was measured by six true-false questions regarding Palestinian figures and events, and six questions regarding Israeli figures and events. Media use was measured through self-reports of newspaper reading and viewing of television news and public affairs programs. Education was measured through self-reports of years of schooling completed, and interest in world affairs was determined by a yes or no response to a question about discussing world affairs with family and friends. Results revealed differences between respondents in education and media use, with Blacks less likely than Jews or other nonblacks to use newspapers or newsmagazines on a regular basis. Blacks also had a lower level of education than other participants in the survey. Regression analyses revealed that race and ethnicity made no independent contribution to foreign affairs knowledge once exposure of how the author came to write it and a complete lesson plan. (HTH)

ED 250 705 CS 208 664

Yatvin, Joanne
Increasing Primary Grade Children's Reading/Language Arts Worktime: Making Changes in Procedures, Organization, and Seatwork.
PUB DATE- 80
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Classroom Research; *Curriculum Development; Grade 1; Grade 2; *Instructional Improvement; *Language Arts; Primary Education; *Reading Instruction; Student Attitudes; Teacher Effectiveness; Teaching Methods; *Time on Task

To confirm or refute impressions that primary grade children do little in the way of actual school work during the day, a principal conducted informal observations in several first and second grade classrooms. Each type of activity the children might perform, such as reading, coloring, or moving about the room, was grouped into three major categories: high level work, low level work, and down time. Time spent on activities was recorded in full minutes. The records showed that most of the children chosen by their teachers as good workers were not working as long or as hard as they might have been, or as their teachers believed. Based on the observations, the school's model of primary grade instruction was redesigned to one in which children were less dependent on the teachers and more responsible for their own learning. Changes in three areas were implemented: (1) procedures, such as giving directions and explanations for seatwork only to the children who were going to use them; (2) instructional organization, such as using teacher aides, peer tutoring, and learning centers; and (3) seatwork, such as making assignments that require students' thinking and effort, are presented in context; they have purpose, and combine rather than isolate skills. Follow-up observations of two of the classrooms indicated that the changes had increased the amount of students' high level work, as well as improved their attitude and effort. (HTH)

NOTE- 174p.; Prepared through National Writing Project.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Grade 8; Peer Teaching; Personal Narratives; *Student Developed Materials; *Student Experience; *Student Writing Models; *Writing (Composition); Writing Instruction; *Writing Processes
IDENTIFIERS- National Writing Project

A first-hand account of eighth grade students' experiences in learning to write, this monograph, written by students, provides teachers and students with a model for talking about the writing process. The comments in the monograph reflect the students' belief that people can learn to be good writers by writing frequently, sharing their writing and their criticisms with classmates, and discussing their writing process. Appendixes contain various teacher reactions to the writing program and a copy of one student's theme. (HOD)

ED 250 719 CS 208 691

Murphy, Richard
Teaching Expository Writing. Curriculum Publication No. 16.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 81
NOTE- 27p.; Prepared through Bay Area Writing Project.
AVAILABLE FROM- Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; *Expository Writing; Higher Education; Teaching Methods; Writing Improvement; *Writing Instruction;

guest speakers are drawn from the community to represent various kinds of organizations. In all cases, the emphasis is on providing the students with a balanced view of the myriad ways they can become involved with the community. The course also enables students to test some of their interests against the demands of such careers as conference planning, campaign managing, professional fund-raising, and special interest advocacy. The course appears to serve a useful role within the larger community as well. (HTH)

ED 250 734 CS 504 742

Littlefield, Robert S.
The Forensic Participation Course: What Is It Really For?
PUB DATE- Nov 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Course Content; *Course Objectives; Higher Education; *Persuasive Discourse; Problems; School Surveys; Student Needs; *Student Participation

A study was conducted to determine (1) what active forensic coaches currently perceive to be the purpose of forensic participation courses, (2) the difficulties they have had in reaching their course goals, and (3) what they think the purpose of the courses should be. Data were collected from coaches at 130 schools with active forensic programs. Results indicated that the initial motivation for the development of a participation course was the effort of coaches to academically reward students who compete on forensic teams. The coaches defined their courses to include preparation, practice, on-campus activities, and competition, and reported experiencing a number of difficulties--generally grouped into the areas of time, content, and commitment. Suggestions for improving the course included providing objectives, creating a syllabus, offering content that is instructional, offering practice sessions, creating both competitive and noncompetitive opportunities, and developing an appropriate method of evaluation. (FL)

Differences; Cultural Influences; Evaluation Criteria; Females; Higher Education; Males; *Sex Differences; Speech Communication
IDENTIFIERS- Mexico; United States; *Vocal Qualities

A study explored the universality of widely accepted descriptors of the ideal speaking voice in cross-gender and cross-cultural perspective. To construct and contrast the ideal voice types, university students from Mexico and Arizona described the ideal voice type under consideration and completed a semantic differential indicating the collective perception of the ideal voice pitch, rate, volume, and clarity of diction. Intrasocietal findings regarding the ideal, ideal male, and ideal female voice types in Mexico revealed a close correlation on all four dimensions of pitch, volume, rate, and diction. Intrasocietal findings in the United States revealed that while neither the male nor the female voice conformed completely to the ideal, the ideal male voice conformed more closely to the cultural ideal. Intersocietal comparison revealed that the ideal speaker's voice in Mexico and the United States shared the qualities of clear enunciation and cheerfulness, while being well-modulated and free of regional accents. The ideal male vocal delivery in both cultures was somewhat slow and low in pitch. However, the ideal Mexican male voice used greater volume and more care with diction than the ideal United States male voice. The ideal female voice types in Mexico and the United States were similarly described as soft in volume, medium to somewhat slow in rate, and careful in enunciation. However, the ideal Mexican female voice was additionally expected to be delicate and sensual. (HTH)

ED 250 749 CS 504 761

Buzza, Bonnie W.
Oral Interpretation and Self-Disclosure: A Speculation.
PUB DATE- 9 Apr 81
NOTE- 10p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Interpersonal Communication; Interpersonal Relationship; Literature Appreciation; *Oral Interpretation; *Participation; *Self Disclosure (Individuals); *Self Expression; *Speech Communication; Speech Instruction;

Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Behavior Modification; Corporal Punishment; *Discipline; Educational Environment; *Educational Methods; Expulsion; Human Dignity; Motivation Techniques; *Prevention; *Sanctions; Self Control; Suspension; Teacher Student Relationship
IDENTIFIERS- In School Suspension; *Nonviolence

Promoting nonviolent school discipline, this handbook describes a wide variety of punitive and preventive approaches practiced in American schools. After introductory passages discussing resistance to change and the declining but persistent use of corporal punishment, part one discusses the following topics under the heading "Punishments": suspension and expulsion, embarrassment, threats, behavior modification, assertive discipline, codes of conduct, a scout leader's "fun" alternatives, and in-school suspension. Part two contains 16 examples of preventive approaches intended to promote self-discipline and self-esteem among students, improve teachers' interactions with students, and/or improve the school environment. These approaches include body language, Montessori education, conflict resolution, Teacher Effectiveness Training, the use of praise, and a summer "traveling school." (MCG)

ED 250 763 EA 017 181

Johnson, William L.; Nussbaum, Claire
Assessing School Climate: An Attitudinal Analysis Approach.
PUB DATE- 2 Mar 84
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrators; *Attitudes; Authoritarianism; Classroom Environment; Data Analysis; *Educational Environment; Elementary Education; *Factor Analysis; *Statistical Analysis; *Teacher Student Relationship
IDENTIFIERS- Quality of School Life Scale

This study describes one type of analysis used to gather data on attitudinal climate in elementary schools. The Quality of School Life Scale (QSL) was administered to 142 4th, 5th, and 6th grade students in one southwestern elementary school. Responses to the QSL were analyzed using statistical and nonstatistical techniques. The data results are so massive that general trends are not clearly

Influence; Parent Rights; Parent School Relationship; *Public Education; Values Education
IDENTIFIERS- Arizona

The grassroots parent-based effort to reform public education predated, by more than a decade, the national awakening to problems in the schools. It began when parents became aware that the educational establishment perceived its "duty" to mold children's attitudes as a higher priority than the school's cognitive function and certainly superior to parental prerogatives to guide their children's spiritual and moral growth. Parents seek to increase school standards, return teaching to the basics, counter the promotion of ethical relativism and value neutrality, prevent children from being subjected to federally funded experimental programs, gain educational information, and build more power for themselves. Toward these ends, many parent groups have formed, funded by parents themselves, and have lent support to legislation such as the Hatch Amendment and to fighting the National Education Association in states such as Arizona. Parents have learned that federal dollars allow the federal government to exercise control over local schools, as a variety of programs are instituted; this money must be controlled in order to restore basic education and end the ideological manipulation of children. The solution to this nation's educational problems is not money, but a change in priorities. (DCS)

ED 250 778 EA 017 248

Donovan, Thomas J.
One Teacher's Opinion.
PUB DATE- 84
NOTE- 24p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p275-297. For the complete document, see EA 017 236.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Administrator Attitudes; Autobiographies; *Educational Change; *Educational Experience; *Educational Improvement; Elementary Secondary Education; Private Education; *Public Education; State Federal Aid; *Teaching Experience

This paper presents the thoughts of a retired teacher about experiences in education--both as student and as teacher. Following descriptions and reactions, it is concluded that the problems of

Buchanan, Aaron; Bachelor, Patricia
What Administrators Say about the Relationship between Staff Development and Staff Planning.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
REPORT NO.- SWRL-TN-1-84/12
PUB DATE- 1 Jul 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Planning; Educational Planning; Elementary Secondary Education; *Inservice Education; Inservice Teacher Education; Interprofessional Relationship; Management Development; *On the Job Training; *Professional Development; *Staff Development; Teacher Administrator Relationship
IDENTIFIERS- United States (Southwest)

Administrators from local school districts in the southwest were consulted on three issues regarding the operational aspects of staff development. First, an effort was made to ascertain the conditions determining whether staff development programs are mandatory or voluntary. While staff development for administrative personnel is normally mandatory, several factors work against mandatory staff development for teachers. The second issue discussed was the relationship between staff development and staff planning. Formal staff planning occurs most often in secondary schools, where teachers are organized by department, but rarely in elementary schools, or between elementary and secondary teachers. The third issue discussed was long- and short-term procedures for evaluating or guiding staff development as a district effort. These include daily "feedback" activities and subsequent followup. Staff development and planning are shaped primarily by the mechanics of finding or buying time when teachers are not in the classroom. (TE)

ED 250 792 EA 017 299

Illinois Public School Finance Project: State Superintendent's Preliminary School Finance Reform Recommendations. Resource and Background Materials.
Illinois State Board of Education, Springfield.
PUB DATE- Sep 84
NOTE- 109p.

problems, suggest improvement ideas, and monitor progress, based on questionnaires completed by teachers and students. Profiles of illustrative schools are shown, and the implications of these assessments for program design are discussed. Selected results from the evaluation of the U.S. Office of Juvenile Justice and Delinquency Prevention (OJJDP) program are presented to illustrate the application of the ESB in program evaluation. Finally, the implications of knowledge gained from evaluation of the OJJDP program are contrasted with the recently emerged "get tough" approach to school discipline. (TE)

ED 250 805 EA 017 313

Gottfredson, Denise C.
Environmental Change Strategies to Prevent School Disruption.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 24 Aug 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Classroom Techniques; Comparative Analysis; *Delinquency Prevention; Discipline; *Educational Environment; *Individual Counseling; Intervention; Middle Schools; *Organizational Change; School Effectiveness; Secondary Education; Summative Evaluation
IDENTIFIERS- Project PATHE

Results from the evaluation of a large-scale educational intervention designed to prevent school disruption suggest that altering the school organization is a more effective approach to delinquency prevention than treating individuals. Data for this comparison came from the evaluation of a school-based delinquency prevention program, Project PATHE, that operated in seven Charleston, South Carolina, public secondary schools between 1980 and 1983. Two other schools are used for comparison purposes. The following steps, taken together, were found to reduce school disruption: involving the school staff, students, and community members in planning and implementing change; using information to

Greenblatt, Janet
Evaluation of the EPA Asbestos-in-Schools Identification and Notification Rule.
Batelle Columbus Labs., Washington, DC.; Westat Research, Inc., Rockville, Md.
SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Toxic Substances.
REPORT NO.- EPA-560/5-84-005
PUB DATE- Oct 84
NOTE- 314p.
CONTRACT- EPA-68-01-6721
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asbestos; Compliance (Legal); *Construction Materials; Documentation; Elementary Secondary Education; *Evaluation; *Hazardous Materials; *Inspection; *National Surveys; Private Schools; Quality Control; School Districts
IDENTIFIERS- Environmental Protection Agency

This is a report on the evaluation of the status of the Asbestos in Schools Identification and Notification rule, which requires all public and private local education agencies (LEA's) to inspect, sample, notify occupants, and maintain records on asbestos materials in school buildings. The evaluation consisted of a national survey of 2,600 randomly selected LEA's. A telephone survey found that 83 percent of all schools have been inspected. Of those, 35 percent were found to have asbestos. Almost all LEA's with asbestos (93 percent) have abatement programs, about one-third of which (31 percent) are operations/maintenance only. Only 9 percent of the LEA's were in complicance with the rule by June 28, 1983, the rule's compliance date; 11 percent were in compliance by January 1984, the date of the survey. Recordkeeping and notification were the major problem areas of noncompliance. Quality assurance site visits were made to 38 LEA's, and 94 schools within these LEA's were inspected. The LEA data collected during the site visit agreed substantially with the telephone survey data. The document contains 24 tables and 4 appendixes. (MD)

ED 250 819 EA 017 329

Squires, David A.
The Curriculum Matrix: A Management System for Mastery Learning.

teachers, but rather, that what is needed are packages of policies that address specific needs and that are able to garner public support for teachers. (Author/MLF)

ED 250 833 EA 017 350

Monroe-Clay, Sonya
Community Teamwork in Education for Tomorrow.
PUB DATE- Sep 84
NOTE- 18p.; Paper presented at the Meeting of the National Conference of the Society of Educators and Scholars (9th, Buffalo, NY, September 28-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; Cooperative Programs; Cultural Pluralism; *Educational Change; Educational Finance; Elementary Secondary Education; *Equal Education; Low Income; Minority Groups; Poverty; Racial Discrimination; *School Community Relationship; Social Class

Noting that education is viewed as the route to success in American society, the paper argues that education has not lived up to this promise. Emphasis on conformity and regimentation, fostering of competition and exclusion behaviors, classism, racism, and a microfocal perspecitive of social problems serve as barriers to full realization of the potential of American education. The system serves those who wish to maintain the social structure, but it has great potential to serve a wider group if educators and others work together to transmit the information, values, and understanding necessary for a healthy society. A system of community education is proposed that is based on teamwork that coordinates all of a community's learning resources and brings them to bear upon all of the community's learning needs. (Author/MD)

ED 250 834 EA 017 351

Methods of Scheduling Salaries for Teachers. ERS Report. Second comprehensive assessment program: medical, dexterity, psychological, and educational information and information on vocational aptitude and employability skills. Commercially prepared assessment tools that are available are listed. Section III discusses shop explorations and presents an example of a completed shop exploration. Section IV, on educational prescription, illustrates the process of moving from assessment data to recommendations. Materials of a sample vocational assessment include an assessment report score card, shop exploration form, task analysis sheets, and formal recommendations. The section concludes with other examples of assessment recommendations. Referral, assessment, and individual educational program forms are appended. (YLB)

ED 250 449 CE 039 856

Proffitt, Dorsey & Huff, Inc. An Administrative Assistant Position Simulation. Administration Manual. Office Occupations.
Pickens Area Vocational-Technical School, Jasper, Ga.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 82
NOTE- 160p.; For related documents, see CE 039 857-858.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; Business Communication; Business Correspondence; Business English; *Business Skills; Classroom Techniques; Guidelines; Instructional Materials; Insurance Companies; Job Skills; Learning Activities; Letters (Correspondence); *Office Management; *Office Occupations Education; *Office Practice; *Personnel Management; Postsecondary Education; Recordkeeping; *Simulation; State Curriculum Guides; Teaching Methods; Typewriting; Writing Skills
IDENTIFIERS- *Administrative Assistants; Georgia

This instructor's guide, one of three volumes designed for use in implementing an administrative assistant simulation for students enrolled in a postsecondary-level office applications laboratory, includes 20 jobs or tasks that are likely to be required of an administrative assistant working at an independent insurance agency that is both a sales and a service organization. Representative tasks covered in the simulation are: completing an employment

An 18-month project was conducted to adapt the resource room version of the National Center for Research in Vocational Education's Career Planning System (CPS) for delivery through microcomputers. Specific goals of the project were as follows: to adapt a print-based product previously found successful with middle school students who displayed mild forms of one of several disabilities, to evaluate the use of that adapted version with a representative sample of such students at sites across the country, to revise the materials on the basis of the evaluation results, and to initiate a plan for the national dissemination of the final revised version of the materials. After selecting the Atari 800 microcomputer system with 64K of random access memory as the delivery system for the revised version of CPS, project staff converted the instructional elements of the earlier version, along with management and record-keeping functions, into a 30-disk package. Various other printed materials, including instructor's and student's guides, were developed for use with the revised system. Based on the results of a field test of the revised CPS that was conducted at five sites throughout the country, it was concluded that middle school students from a variety of special populations found the system interesting, enjoyable, and usable. Students in the aggregated experimental group gained more knowledge concerning career planning than did students in the aggregated control group. Recommendations called for wide dissemination of the revised CPS among different populations at a wide range of grade levels. (MN)

ED 250 463 CE 039 890

Ross, Novella; And Others
A National Entrepreneurship Education Agenda for Action. Leadership Training Series No. 66.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 123p.
CONTRACT- 300-83-0159
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. LT66--$9.50).
LANGUAGE- English

of the Committee on Education and Labor, House of Representatives, Ninety-Eighth Congress, Second Session (February 7 and 9, 1984).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- Feb 84
NOTE- 134p.; For Part I, see ED 244 146.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Vocational Education; Career Counseling; Career Guidance; Cooperative Programs; Disabilities; Disadvantaged; Educational Legislation; *Federal Legislation; Hearings; Industry; Job Training; *Labor Force Development; Postsecondary Education; Productivity; *Program Improvement; Retraining; School Business Relationship; Secondary Education; *State Programs; Technological Advancement; Unemployment; *Vocational Education
IDENTIFIERS- Congress 98th; Productivity Improvement; Proposed Legislation; Special Needs Students

This is the record of two congressional hearings on H.R. 4164, the Vocational-Technical Education Act of 1983, and H.R. 4793, the Vocational Education Consolidation Act of 1984. Witnesses provided recommendations, reactions, ideas for improvements, and suggestions relating to these bills. Testimony includes statements, prepared statements, letters, and supplemental materials from Representatives in Congress and from individuals representing the Governmental Relations Council for Exceptional Children; American Vocational Association; Vermont Coalition of the Handicapped; Great Oaks Joint Vocational District, Cincinnati, Ohio; Michigan state director of vocational education; Kentucky Department of Education; University of Nebraska; American Association of Community and Junior Colleges; American Coalition of Citizens with Disabilities; U.S. Department of Education; and Aleutian Region School District, Technical Center, Anchorage, Alaska. The text of H.R. 4793 is provided. (YLB)

ED 250 476 CE 039 932

Conley, Charlotte Cary
Articulation: Development and Implementation of Coordinated Guidance, Training, Placement, Youth Activities, and Follow-Up Services among Business, Education & Government Agencies.
SPONS. AGENCY- Delaware State Dept. of Public Instruction, Dover.

ED 250 489 CE 039 974

Sorg, Steven E.; And Others
Identification and Description of Barriers for the Implementation of Competency-Based Vocational Education. Final Report, from September 28, 1983 to August 31, 1984.
University of Central Florida, Orlando. Coll. of Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 31 Aug 84
NOTE- 295p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Change Strategies; *Competency Based Education; Delivery Systems; Educational Administration; *Educational Needs; Force Field Analysis; Postsecondary Education; *Program Administration; *Program Implementation; Questionnaires; School Role; State Action; State Surveys; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Florida

A study identified barriers to the implementation of competency-based vocational education (CBVE) in Florida and gathered and reported suggested solutions to overcoming those barriers. To gather data for the study, researchers conducted force-field analysis sessions, site visits, a literature review, and telephone surveys. From data concerning and obtained from administrators at the 59 postsecondary institutions in Florida that provide CBVE, 65 perceived barriers were identified. Of these, 50 were eventually validated. Data from the various survey instruments used in the project were then analyzed in order to identify possible strategies for overcoming these barriers at the state, institutional, and program levels. (The major part of this report consists of a list of barrier statements and a series of recommendations for dealing with the barriers at the three levels. Appendixes to the report include lists of project advisory committee members, Florida postsecondary schools, and participants in the force field analysis sessions; charts detailing CBVE implementation for instructional programs and the final barrier statements; and copies of the four survey instruments used in the project.) (MN)

A two-day national conference was held to examine vocational education and training policy for today and tomorrow. Speakers from both the public and private sectors shared their expertise in various areas affecting vocational education. Focus of the papers and panel discussions presented during the conference was on the following topics: the possible impact of the international and domestic business environment on vocational education, the future role of the federal government in vocational education, the future role of state and local governments in vocational education, the impact of technological advancement on vocational education, and the advantages of a closer alliance between vocational education and business. Conference participants provided explanations of past and current trends in vocational education policy, practical speculation on the direction of those trends in the future, and possible responses to those trends. (This summary report outlines the major ideas presented at the conference and includes a copy of the conference agenda, a list of conference presenters and panelists, and a list of registered conference participants.) (MN)

ED 250 503 CE 040 014

National Conference on Vocational Education and Training Policy for Today and Tomorrow. Proceedings (Columbus, Ohio, March 15-16, 1984).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- National Advisory Council on Vocational Education, Washington, D.C.; National Commission for Employment Policy (DOL), Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Mar 84

NOTE- 171p.; For summary report of conference, see CE 040 013.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Demography; Economic Change; Educational Needs; Educational Planning; *Educational Policy; *Educational Trends; *Futures (of Society); Government Role; *Job Training; Policy Formation; Postsecondary Education; *Public Policy; Secondary Education; Social Change; *Vocational Education

These proceedings contain the texts of, panel reaction to, and panel discussions of the papers presented at the national

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Curriculum Development; *Dental Assistants; *Dentistry; Program Development; *Surgery; *Surgical Technicians; Two Year Colleges
IDENTIFIERS- *Oral Surgery

This project was conducted to develop a curriculum for dental auxiliary training in the dental specialty field of oral and maxillofacial surgery. Research was conducted to identify the major functions performed by an oral surgery assistant and then to organize these functions into an educational program that would provide adequate didactic and clinical training to prepare oral and maxillofacial surgical assistants. The material used in development of the curriculum was obtained from several sources. The first step in the study was to interview oral surgeons and their dental auxiliary to identify the role of an oral surgery assistant. This information was compiled into a task analysis that delineates the duties commonly assigned to the oral surgery assistant. Professional journals and textbooks were researched to explore the current trends, procedures, and techniques in the field. This information was used in the formulation and sequencing of curriculum content. Contacts were made with oral surgery offices and several hospitals and clinics to discuss and arrange for the clinical training experiences required in the curriculum. The curriculum that was designed during this project meets the minimum requirements of the American Association of Oral and Maxillofacial Surgeons and is currently being used at St. Louis Community College at Forest Park. The project researchers recommended that a procedures manual for training oral surgery assistants be developed for the future. (The curriculum is included in this report.) (Author/KC)

ED 250 517 CE 040 041

Robot Service and Repair. Teacher's Guide.
Pittsburg State Univ., KS. Kansas Vocational Curriculum Dissemination Center.
PUB DATE- 84
NOTE- 280p.; For the student guide, see CE 040 042. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-203-1
PUB DATE- 85
NOTE- 56p.; For related documents, see ED 246 306, ED 245 075-077, and ED 249 373.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Case Studies; Check Lists; *Competency Based Teacher Education; *Concept Teaching; *Demonstrations (Educational); Higher Education; Individualized Instruction; Job Skills; Learning Activities; Learning Modules; Teacher Evaluation; Teaching Methods; *Teaching Skills; Vocational Education; *Vocational Education Teachers

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be successful in the area of instructional execution. The purpose of the module is to help the vocational-technical teacher develop competency in the technique of demonstrating a concept or principle. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes three learning experiences based on the enabling objectives. Each learning experience presents learning activities with information sheets; samples; self checks and model answers to self checks; case scripts, critique forms, and model critique forms; and/or checklists. Optional activities are provided. Completion of these three learning experiences should lead to achievement of the terminal objective through the fourth and final learning experience that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

ED 250 532 CE 040 068

Johnson, Harriet W.
Current Status and Trends of Adult Education in the Netherlands.

12 different skills and the various subskills of these that secondary school students will need to master if they are to meet their eventual civic and social responsibilites. Enumerated in the third section are the 14 areas in which students must develop skills in order to develop adequate aesthetic and humanistic appreciations. The final section presents the eight skills and numerous subskills that were identified in the study as being essential to personal and family management. (MN)

ED 250 544 CE 040 091

Whatley, Myra N.
Integrating Computer Literacy into the Vocational Curriculum.
PUB DATE- Aug 84
NOTE- 80p.; Paper presented at the Microcomputers and High Technology in Vocational Education Conference (Madison, WI, August 13-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Computer Literacy; Computers; Computer Software; *Course Content; *Microcomputers; Postsecondary Education; Program Development; Program Effectiveness; *Program Implementation; Technical Education; Transparencies; *Vocational Education; *Vocational Schools
IDENTIFIERS- *Sarasota County Vocational Technical Center FL

In the summer of 1983, a centralized microcomputer laboratory was established on the Sarasota County Vocational Technical Center campus. Computers (IBM PCs, APPLE IIes, and TRS-80s) were installed and the teacher who had written the program proposal was chosen to teach the course of instruction to be offered by the laboratory. When classes began in August of 1983, instructors were strongly encouraged to arrange times for themselves and their students to receive instruction. The curriculum was structured for 12.5 to 15 hours of instruction in computer literacy. The course introduces computer terminology, the computers, their functions, their disk operating systems, and their startup procedures, along with handling of disks and communicating with the computer. Also taught are the concepts of programming, essential commands in BASIC, and other functions. The students then practice using the computers by running and interacting with various public domain sample programs; students end the course by constructing a filing system applicable

ED 250 558 CE 040 113

Gomez, Sara C.
Vocational English-as-a-Second Language Competencies.
Los Angeles Unified School District, Calif.
PUB DATE- 30 Jun 84
NOTE- 85p.; For related documents, see CE 040 110-112.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Vocabulary; Behavioral Objectives; Body Language; *Business English; *Communication Skills; Competence; Cultural Differences; *English (Second Language); Evaluation Criteria; Job Search Methods; Job Skills; *Language Skills; Nonverbal Communication; Safety; Secondary Education; Student Evaluation; Vocabulary; *Vocabulary Development; *Vocational Education

This collection of competency statements deals with the English-as-a-second-language (ESL) skills that vocational students should master before entering the world of work. Addressed in the individual sections of the volume are the following topics: specific occupational terminology, safety language, on-the-job language, job-seeking language, instructional language, and nonverbal and cultural skills. The six sections of the guide contain subcompetency statements, each of which includes the following: the competency area addressed, a competency statement, a competency indicator, one or more benchmarks, and one or more assessment criteria. A list of resource materials concludes the guide. (MN)

ED 250 559 CE 040 129

Thiel, Kathleen K.
Fiscal Inadequacy of Adult Basic Education Legislation.
PUB DATE- 84
NOTE- 26p.

ascertain the continuing education/training needs of personnel working in water utility and wastewater systems in Wisconsin. From the estimated 4,000 certified operators in water utilities, waste water treatment plants, and plant superintendents surveyed, 723 (18 percent) completed questionnaires were processed for this report. Conclusions about the respondents, water utilities, and wastewater systems in general include the following: (1) nearly half of the respondents worked in wastewater systems only, while about one-fourth each worked in water utility systems only and in both water utility and wastewater systems; (2) more than 90 percent of respondents had taken at least one course relevant to their job, with more than half having taken it within the last two years; (4) the 12 hours of continuing education required every two years for recertification were endorsed as "about right" by about 80 percent of the respondents; (5) technical subjects were the most frequently desired to improve operations, while general subjects were the most commonly desired for personal development; (6) the most highly desired areas for training in water utility subjects were preventive maintenance, leak detection and repair, emergency and cold weather operations, water meter testing, safety, and electricity; (7) the most highly desired training areas in wastewater subjects were preventive maintenance, cold weather operations, flow measurement, equipment, inflow identification, shock loads, and toxicity problems; (8) certification ranked relatively low as a reason for desiring training; and (9) respondents wanted hands-on training by experienced personnel close to home. Recommendations were made to fill the training needs identified. (Findings are also given by district.) (KC)

ED 250 571 CE 040 160

Roberts, Joan
Transitioning Youth to Employment (TYE): Central Campus Special Education Vocational Program.
Des Moines Public Schools, Iowa.
PUB DATE- 13 Jul 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Development; Career Exploration; Course Content; Course Organization; Educational Finance; *Education Work Relationship; *Exceptional Persons; High Schools; *Program

ED 250 585 CG 017 784

McCombs, Harriet G.
Prevention Services in Urban Elementary Schools.
PUB DATE- Aug 84
NOTE- 55p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Needs; Children; *Court Litigation; Court Role; Elementary Education; Intervention; Mental Health Programs; *Prevention; *Program Design; Program Implementation; School Activities; *Systems Approach; *Urban Schools
IDENTIFIERS- *School Development Program

This paper presents an overview of the evolution of the Yale University Child Study Center's School Development Program (SDP) since its implementation in New Haven, Connecticut in 1968. The needs of inner city school children are discussed, and results of parent and staff surveys are presented. A critique of alternative school improvement strategies is given, with particular emphasis on their limitations compared to SDP. Mental health correlates of school-related adjustment are discussed as are the principles, assumptions, and rationale for the ecological design of SDP. The specifics of implementing the program in New Haven are given, including the population and personnel, and results of research on the indirect and direct impact of SDP. The results of a 1982 pilot study are reported also, including data on social competence, achievement tests, and grade point averages. Prevention and public policy are discussed in regard to the court mandated implementation of SDP in the Benton Harbor, Michigan School District. A description of the Benton Harbor program, clarifying some of the complex issues and relationships among educational, psychological, and legal and community interest groups involved in the process of implementing the program, is provided. The paper concludes with a discussion of the implications for public policy of court-ordered prevention programs. Two figures are appended to illustrate the SDP model and the implementation process in the Benton Harbor schools. (BL)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alcoholism; *Community Programs; *Drug Abuse; Drug Education; Family Involvement; Networks; School Activities; Work Environment

This booklet identifies four critical areas for alcohol and drug abuse prevention strategies: communities, parents and families, schools, and the workplace. Under each area, specific ideas for action and pertinent resource materials are described. The community strategies described include youth organizations, policies and laws, counseling, the Channel One process, health promotion, and use of the media and networking. Parent support and action groups, family life skills development, and parent education programs are highlighted under family strategies. For school strategies, policies, peer programs, information programs, health curricula, and student assistance and alternative programs, are suggested. The workplace strategies which are discussed include policies, assistance programs, family programs, health promotion, and information and education programs. The booklet concludes with a list of resource organizations. (BL)

ED 250 600 CG 017 799

Kerns, Robert D., Jr.; Rudy, Thomas E.
Interfacing Counseling and Health Psychology in a Medical Setting.
PUB DATE- Aug 84
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; *Counselor Role; Health; *Medical Services; Program Descriptions; *Program Design; Psychology; Rehabilitation Programs
IDENTIFIERS- Behavioral Medicine; *Health Psychology

This paper presents an overview of the Counseling/Health Psychology Program at the West Haven Veterans Administration Medical Center (WHVAMC). The organizational structure of the counseling program and its clinical services are briefly described, including consultation, and inpatient and outpatient programs. Historical origin, year of publication, and age of the target groups. Anti-smoking education programs within the above typology are further classified by delivery system, objectives, and strategies. Common problems of definition, design, or reporting are identified and elaborated upon. The research findings are discussed in regard to the impact of education and mediating variables on knowledge about smoking, on attitudes toward smoking, and on delivery systems. The success of anti-smoking education programs is examined from the perspective of two objectives: persuading non-smoking children not to smoke; and persuading smokers to smoke less. Conclusions are presented in relation to age, sex, socioeconomic status, and ethnic origin. An analysis of the results from research studies on New Zealand populations is given. The report concludes with several comments on target population groups and programs to effectively address those groups. (BL)

ED 250 615 CG 017 814

Troll, Lillian E.
Poor, Dumb, and Ugly: The Older Women in Contemporary Society.
PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Females; Gerontology; Individual Power; *Labeling (of Persons); *Older Adults; Psychological Patterns; Role Perception; *Stereotypes

A commonly held bias in American society is that being an old woman is not a desirable state. One variety of this bias is stereotyping, which involves a restrictiveness of attitudes, so that old women are seen as possessing a limited and circumscribed set of qualities or characteristics. Restrictiveness also is associated with distortion and negative valences. The most detrimental aspect of bias is that the objects of that bias share the attitudes of the other members of their society, tending to stereotype, distort, and look down upon themselves. The findings from empirical studies examining the stereotype of old women as poor, dumb, and ugly have remained similar over the past 15 years. The majority of people below the poverty line are women over 65. Younger generations have

masculine sex role orientation and are more committed to an occupational career. These findings highlight information or intervention needs of use to the practitioner. (BL)

ED 250 630 CG 017 832

Lips, Orville J.

Inpatient Treatment of Vietnam Veterans with Post-Traumatic Stress Disorder: Treatment Issues and Strategies. Impediments in Institutional Implementation.

PUB DATE- Aug 84

NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Organizational Climate; Outreach Programs; *Program Attitudes; *Program Implementation; *Psychiatric Services; Psychotherapy; Stress Variables

IDENTIFIERS- Posttraumatic Stress Disorder; Veterans Administration; *Vietnam Veterans

This paper describes the implementation of an inpatient treatment program for Vietnam combat veterans exhibiting symptoms related to Post-Traumatic Stress Disorder, at the North Chicago Veterans Administration Medical Center. Issues related to organizational and staff problems encountered during the program are outlined, and unique problems associated with Vietnam combat veterans are discussed. Impediments to the program in several areas are described, including: (1) people problems (attitudes, opinions and biases); (2) diagnostic certainty; (3) perceptions of caregivers; (4) patient behavior; (5) policy decisions involving the Veterans Administration; (6) resources; and (7) staff assignments. The importance of dealing with the smallest details of a program is stressed, since these problems can quickly become a big issue and can form a convenient focus away from treatment. (JAC)

NOTE- 23p.; Paper presented as part of a symposium "Investigations of Variables Buffering Life Stress: Current Trends" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Support for this research was provided by a Veterans Administration Merit Review Grant.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Depression (Psychology); *Diseases; Life Satisfaction; *Locus of Control; Patients; *Social Support Groups
IDENTIFIERS- *Chronic Pain

All chronic illnesses represent assaults on multiple areas of functioning, not just the body. To examine the association between painful chronic illnesses and depression from a cognitive-behavioral perspective, 100 patients of the Pain Management Program at the West Haven, Connecticut Veterans Administration Hospital (78% males) completed a battery of tests. The tests assessed depression, pain severity, life interference attributed to pain, perceived self-control, and social support. An analysis of the results showed that pain was a significant predictor of perceived interference, support, and self-control. In turn, perceived self-control and interference were significant predictors of depression. Pain was not a significant direct predictor of depression. The coefficient of determination indicated that 68% of the variance in depression was accounted for by the cognitive-behavioral model. The results suggest that all of the structural relations predicted by the cognitive-behavioral model of pain and depression were confirmed, with the exception of the relationship between support and self-control, which was found to be nonsignificant. (BL)

ED 250 646 CG 017 848

Johnson, Carolyn H.
Effects of Personality Correlates on Achievement Motivation in Traditional and Reentry College Women.
PUB DATE- Mar 84
NOTE- 38p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English

promote an interest in reading, this book contains planning suggestions and activities for developing a reading program around the theme of Merlin the magician and Arthurian legend. The first portion of the book focuses on planning and organizing the thematic program and includes guidelines for defining the theme, publicizing the program, and creating decorations for the theme. The major portion of the book discusses various aspects of the theme and describes actual reading related activities for use with children. The separate chapters discuss Merlin and Arthur, the Middle Ages, castles, dragons and other mythical creatures, and magic tricks and potions. At the end of each chapter is an extensive annotated bibliography of books, with the appropriate grade range given for each. The book concludes with a list of additional resources, including films and sound recordings. (HTH)

ED 250 660 CS 007 820

Singer, Harry; Bean, Thomas W.
Models for Teaching Teachers How to Teach Students to Learn from Text at the Junior High, High School, and University Levels. Technical Report No. 8.
Learning from Text Project, Riverside, CA.
PUB DATE- 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Content Area Reading; Educational Objectives; *Educational Strategies; Elementary Secondary Education; Evaluation Methods; Higher Education; *Inservice Teacher Education; *Models; Program Descriptions; *Program Effectiveness; *Reading Instruction

Four models for teaching students how to interact more effectively with text at the junior high, high school, and university levels are reviewed in this paper. Each model emphasizes one or more of the following classroom components and their interactions--student resources, text characteristics, tests or course goals, and instructional strategies. Statements of purpose, specific objectives of the program, installation procedures, and evaluation methods and results are provided for each of the models described. Results indicate that all four models were successful in some ways. Each had in common a long time duration; this time requirement is necessary because instructors need the time to learn how to

DESCRIPTORS- Cognitive Processes; *Content Area Reading; Elementary Secondary Education; *Reading Comprehension; *Reading Improvement; *Reading Instruction; *Science Instruction
IDENTIFIERS- Prereading Activities

Based on the idea that reading instruction in science means teaching simultaneously the science content and the reading and reasoning processes by which that content is learned, this booklet offers practical and theoretical suggestions for science teachers to help students improve their content area comprehension. Chapters discuss the following areas: (1) learning from science text, (2) diagnosis in teaching science, (3) prereading strategies for teaching science, and (4) the use of guided materials in teaching science. The booklet also contains a statement on the need for collaboration between reading teachers and science teachers in the best interest of students. Appended are an informal study skills inventory on a physical science textbook and an essay for students on expanding their thinking abilities. (HTH)

ED 250 676 CS 207 881

Squire, James R.
The NCTE and the Profession.
PUB DATE- 21 Nov 82
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982). For related documents, see CS 207 881-884.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *English Instruction; Higher Education; *Professional Associations; *Professional Development; Publications
IDENTIFIERS- International Reading Association; *National Council of Teachers of English

The growing spirit of professionalism of the National Council of Teachers of English (NCTE) is reflected in its increasing representation within the elementary, secondary, and college level sections, its involvement of teachers from all states, and its development of a unified professional voice. NCTE began in 1911, when 35 members of the English Round Table of the National Education Association broke off into a separate organization in search of a secondary school emphasis. In the beginning, the to related stories, dependence upon print sources, and education had been removed as sources of variance. Similar analysis revealed that when education and interest in world affairs were controlled, race and ethnicity made no independent contribution to variance in print media use. (Author/HOD)

ED 250 689 CS 208 645

Mier, Margaret
Class Size and Writing Instruction. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 12p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Class Size; Elementary Secondary Education; Teacher Effectiveness; Teaching Conditions; Teaching Load; *Writing Instruction; *Writing Research
IDENTIFIERS- ERIC Digests; Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest reports on the relationship between class size and writing achievement. The digest first reviews the contradictory findings of class size research, then examines results of meta-analyses of these studies, and subsequent responses. The digest then explores the implications of class size research for writing instruction and what administrators and policymakers can do to reduce class size and teacher workload for composition instruction. (HTH)

ED 250 690 CS 208 646

Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 84
NOTE- 10p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Blacks; Course Content; Doctoral Dissertations; Ethics; Freedom of Speech; Government Role; Higher Education; *Journalism; *Journalism Education; Mass Media Effects; *Media Research; New Journalism; News Media; *Newspapers; *News Reporting; Periodicals; Photography; Politics; Research Methodology; Sciences; Secondary Education; Welfare Services
IDENTIFIERS- *Media Role

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: (1) Robert Kennedy and the American press; (2) objective reporting, muckraking, and the "New Journalism" from 1950 to 1975; (3) the coverage of welfare by the New York press; (4) the socialization of scientists in China as revealed in "People's Daily" editorials and in research papers published from 1949 to 1981; (5) the reporting of the Iran hostage crisis to Americans; (6) a model of journalism ethics instruction; (7) the success and failure of new consumer magazines in the United States from 1979 to 1983; (8) the elements that most determine newspaper subscribership; (9) journalism and the race question during the Progressive Era, 1900 to 1914; (10) science issues, journalism, and Q methodology; (11) contributions of German photojournalism from Black Star Picture Agency to "Life" magazine from 1933 to 1938; (12) the effect of newspaper endorsements and party identification on voting behavior; (13) freedom of the student press at Southern Baptist colleges and universities; (14) the federal government's investigation of the black press during World War II; and (15) perceptions by administrators, educators, and media professionals of factors determining mass communication curriculum development. (FL)

Writing Processes
IDENTIFIERS- Bay Area Writing Project; Writing Attitudes

Noting that effective writing requires organization, honesty, and personal experiences, this booklet offers suggestions for teaching students to write expository essays that are serious and truthful. The first section of the booklet suggests ways to teach students to organize their ideas, while the second section discusses both the value of teaching students to integrate personal experience with exposition and the appropriate use of personal narrative. The third section describes ways to help students get so involved with their subject that they become expert, develop a genuine intention to write, and consequently care for the truth of what they say. (HTH)

ED 250 720 CS 208 694

Skulicz, Matthew
Some Analogies between Computer Programming and the Composing Process.
PUB DATE- Oct 84
NOTE- 28p.; Paper presented at the Annual Meeting of the New York State English Council (34th, Amherst, NY, October 18-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; Coherence; *Computer Literacy; *Computer Software; Editing; Essays; Higher Education; *Programing; Student Attitudes; Teaching Methods; *Writing (Composition); *Writing Processes
IDENTIFIERS- *Audience Awareness

Since there are similarities between the process of writing computer programs and the process of writing successful expository prose, a student's knowledge of computer programing can contribute to the understanding of some principles of composition. The establishment of a clear objective is the first priority of both the writer and the programer, who must then separate the problem into its parts and discover the relationship between these parts. Then the individual steps necessary to realize the various parts of the outline or flowchart must be constructed. In the cases of both writing and programing, the constraints imposed by the audience--the reader or the computer--on the finished product are

ED 250 735 CS 504 743

Mix, C. Rex; And Others
Still Jacks and Jills of All Trades?
PUB DATE- 3 Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Programs; *Curriculum Development; Debate; *Educational Change; Higher Education; Persuasive Discourse; Professional Development; *Small Colleges; *Speech Communication; *Teacher Attitudes

Recalling a program session at the 1981 annual meeting of the Speech Communication Association entitled "The Small College Speech Communication Instructor: Jacks and Jills of All Trades," this paper "revisits" that session by reviewing the comments and observations made then and offering reflections on the changes that have been observed in the intervening years by three of the four original panelists. In general, the panelists indicate that many of the concerns expressed in 1981 are equally valid in 1984, with the exception of two changes: a decline in formal intercollegiate debate opportunities, and a revitalization of activities for small college personnel that has been prompted by an increase in structured and organized participation of persons from small college programs in national and regional programs. (HOD)

ED 250 736 CS 504 744

Mayer, Michael E.
Changing the Debate Format: A Mechanism to Control the Spread.
PUB DATE- Feb 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English

Student Role; Teacher Role
IDENTIFIERS- Audience Awareness

Effective oral interpretation, like effective communication, is self-revealing. Teachers and students of oral interpretation can improve analysis and performance of the literature by remaining aware of, first, their own involvement in the presentation and, second, the effect of this personal involvement on the audience. In the performance of oral interpretation, the author must first interpret and record his or her experience, then the oral interpreter must interpret and present the author's meaning, and finally the audience must interpret and respond to both the reader's performance and the author's original experience as expressed in the literature. Just as the giving of a name to a thing or idea reveals the namer, so does the effective interpretive performance of the reader reveal that individual. An effective interpreter, like an effective actor, often must look inward to seek common experience, or note its absence, in analyzing a selection. At any moment, but especially in a personal moment, interpreters must first deal with emotions in terms of their own experiences; then they must be willing to show their conclusions to others. In an oral interpretation performance, however, students may be unaware of the self-disclosure in their readings, and of this self-disclosure as a source of at least part of their discomfort. Nevertheless, the reality of self-disclosure must be faced for an interpretation to be successful. And, for a fully developed experience of oral interpretation, audiences must also become interpreters, thus engaging in the same imaginative involvement as the readers. (HOD)

ED 250 750 CS 504 762

Ross, Roseanna; DeWine, Sue
Interpersonal Needs and Communication in Conflict: Do Soft Words Win Hard Hearts?
PUB DATE- Nov 84
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Theories; College Students; *Communication Research; *Conflict Resolution; *Interpersonal Communication;

apparent. The report includes a delineation of the scoring procedure and data analysis of the QSL responses. In addition, the data were subjected to a factor analysis, which analyzed specific psychometric properties of the QSL. The researchers suggest revisions of the QSL as well as modifications of the actual scoring of the instrument. When all the school climate data from this study were viewed together, there appeared to be a problem with authoritarianism in the school being studied. This problem could be symptomatic of a system that does not allow teachers or students much choice in how learning is conducted. The report offers a recommendation for implementing a systematic method of teacher input into school policy and includes six tables and three appendixes. (MD)

ED 250 764 EA 017 216

A Guide to Federal Programs Operated in the State Department of Education. Revised.

Hawaii State Dept. of Education, Honolulu. Office of the Superintendent.

REPORT NO.- RS-84-5677
PUB DATE- Jan 84
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Grants; Categorical Aid; *Delivery Systems; Elementary Secondary Education; Eligibility; *Federal Programs; Postsecondary Education; Program Implementation; *School Funds; *State Departments of Education
IDENTIFIERS- *Hawaii

This guide outlines the purposes, rules, procedures, funding, and status of federal education grant programs in Hawaii. These projects--funded by the United States Department of Education's Offices of Elementary and Secondary Education, Vocational and Adult Education, Special Education and Rehabilitative Services, Educational Research and Improvement, and Bilingual Education and Minority Languages Affairs, and also by the U.S. Departments of Agriculture and Health and Human Services--are described in order, according to grantor and then by type of grant. Each program description summarizes eligibility requirements, basic provisions, significant rules and regulations, application and disbursement education are most manifest in the public funding of education--especially federal funding--since the institution and continuation of programs is not based on true program merits, but on the availability of money to support them. Thus, programs are started, stopped, and supplanted to the detriment of continuity and integrity. Similarly, it is concluded that a restoration of the free market system is needed in education to keep schools concentrating on their true purpose and to eliminate those that do not. With the guaranteed financial support of the state, schools are no longer held accountable for student acquisition of basic competencies; thus all schools simply carry on, whether or not there is a sense of mission. But accountability and a sense of mission will still not be attained if administrators are not also teachers. It is suggested that the trend to educate administrators separetly from teachers and not give them teaching experience can only accelerate the decline of education. Teachers ought to aim at taking control of the school--to claim responsibility in all areas now denied them. (DCS)

ED 250 779 EA 017 253

Loucks, Susan F.; Cox, Pat L.

School District Personnel: A Crucial Role in School Improvement Efforts. A Study of Dissemination Efforts Supporting School Improvement.

Network of Innovative Schools, Inc., Andover, Mass.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

PUB DATE- Mar 82

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; *Administrator Role; *Educational Innovation; Elementary Secondary Education; Federal Programs; Government School Relationship; Models; *Program Administration; *Program Effectiveness; *Program Implementation; State School District Relationship; Teacher Improvement

IDENTIFIERS- *Local Facilitators; Study of Dissemination Efforts Support Sch Improv

This paper focuses on local (school district level) facilitators,

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Costs; Data Collection; Educational Administration; *Educational Equity (Finance); *Educational Finance; *Educational Planning; Elementary Secondary Education; *Finance Reform; Instructional Student Costs; Purchasing; School Accounting; School District Spending; School Taxes; State Aid; State Federal Aid; Student Costs; Teacher Salaries
IDENTIFIERS- Cost of Education Indexes; *Illinois; *Resource Cost Model

Preliminary recommendations of the state superintendent's office are presented in part I of this report on Illinois school finance reform. The recommendations are grouped under four areas: (1) distribution of state funds (with eight recommendations), (2) generation of revenues (with six recommendations), (3) management resources (with six recommendations), and (4) additional research needed (with four recommendations). A 55-page attachment to the preliminary recommendations gives an overview of the Resource Cost Model (RCM) and outlines the specific components of the model. The RCM is the major factor in the finance reform program. Part II of the report presents the components of the RCM and its process and application to Illinois public school finance. The RCM measures the full range of variations in educational costs across the state school districts and uses a process of specifying and costing out the resources required to provide educational services. Also included in part II are an analysis of small school districts, an analysis of the impact of poverty concentration on school districts, and a report on the RCM data collection efforts. (MD)

ED 250 793 EA 017 300

Orrell, Donald B.
Closing Schools without Enraging the Public.
PUB DATE- Apr 83
NOTE- 10p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 23-26, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultants; Declining Enrollment; Educational Facilities Planning; Elementary Secondary Education; Interpersonal

identify weaknesses and focusing resources on those weaknesses; retraining school staff; and making changes in the curriculum and discipline procedures in the school. Using roughly the same level of resources to provide what, for a typical school system, is intensive tutoring and counseling services of high quality appears not to have reduced delinquency or its risk factors. Appended are 3 data tables and 11 project reference. (MLF)

ED 250 806 EA 017 314

Lagana, Joseph F.
Unlocking Your Potential.
PUB DATE- Oct 84
NOTE- 51p.; Paper presented at the Fall Conference of the Ohio Association of Secondary School Administrators (Columbus, OH, October 14-16, 1984). Portions of text may reproduce poorly due to blurred print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Behavior Patterns; *Burnout; *Coping; Emotional Response; *Human Services; Job Satisfaction; Morale; Motivation; Negative Attitudes; Problem Solving; Psychological Patterns; *Stress Management; *Stress Variables

This monograph is designed to give people engaged in human service activities some new and fresh ideas on how to handle stress, how to benefit from its positive aspects, and how to neutralize its detrimental effects. Part 1 provides a background statement and refers readers to an extensive bibliography provided at the end of the paper for those interested in a thorough review of stress, distress, and related topics. Part 2 provides a definition of stress attributed to Hans Seyle (cited in this paper as the "father of stress research"), and part 3 provides a list of stress-related variables. In part 4, the author discusses acute distress, substituting the term "fade-out" for what is usually called "burn-out" on account of the objectionable and inaccurate connotation of irreversibility in the latter. Included are a list of unconscious fade-out responses (techniques that achieve detachment and distance in human relationships), a fade-out profile of symptoms, and fade-out signals. Part 5, entitled "Focusing In,"

Revised .
PUB DATE- 19 Nov 84
NOTE- 25p.; An earlier version of this paper was presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Houston, TX, March 5-8, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; Instructional Design; Instructional Improvement; Instructional Systems; Mastery Learning; *Models; *Program Implementation
IDENTIFIERS- *Curriculum Matrix; Red Bank Public Schools NJ

The curriculum matrix is a tool to help curriculum coordinators, principals, and superintendents specify, justify, and align curriculum and instructional time to district specified standards. The problem the curriculum matrix solves is connecting the curriculum; that is, tracing an idea from initial justification to its placement in the curriculum and to the time allotments and activities used to instruct children. Six basic tasks of curriculum development are described, and uses of the curriculum matrix are suggested for the last four tasks (the first two to be accomplished prior to the use of the matrix): (1) describing existing instruction; (2) constructing district standards for subject areas; (3) aligning and modifying instructional descriptions to meet district standards; (4) managing and assessing instructional units; (5) updating and refining curricula; and (6) deducing the district's philosophy of education. Sample instrumentation is included in the appendix: a content outline for reading/language arts, a set of objectives indexed by content area, and an enumerated list of reading/language arts objectives for grade 1, all from Red Bank (New Jersey) Public Schools, where the curriculum matrix has been successfully implemented. (TE)

ED 250 820 EA 017 330

The Principalship in Georgia: Superintendents' Perceptions. Commission Working Paper.
Georgia Professional Standards Commission, Atlanta.
PUB DATE- Aug 84
NOTE- 101p.; Map place names will not reproduce clearly due to small, broken print.

Edition.
Educational Research Service, Arlington, Va.
PUB DATE- 84
NOTE- 65p.; For the first edition, see ED 159 206.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21704; $26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Compensation (Remuneration); *Contract Salaries; Differentiated Staffs; Elementary Secondary Education; Guaranteed Income; Merit Pay; Payroll Records; Personnel Policy; *Promotion (Occupational); *Salary Wage Differentials; *School Statistics; Tables (Data); Teacher Employment Benefits; *Teacher Salaries
IDENTIFIERS- National Survey Salaries Wages Public Schools

This document analyzes the composition and structure of various salary schedules for teachers currently used by public school systems. An overview of features found in teacher salary schedules is provided, including discussions on the basic structure of the schedule, methods of initial placement and advancement on the schedule, and salary supplements. Methods of changing teacher salary schedules are also examined. The second section consists of 17 tables summarizing the distributions of salaries scheduled for teachers and certain relevant administrative provisions found in those school systems responding to the National Survey of Salaries and Wages in Public Schools (1983-84). Figures are also provided for the highest degree level recognized, and for salary schedules derived from an index, both according to enrollment group. The final section consists of specific examples of different types of salary schedules, along with examples of merit or incentive plans. An annotated bibliography of ERS publications on public school employee compensation and merit pay is included. (TE)

ED 250 835 EA 017 360

Parker, James A.
Impact of the Microcomputer on the Physical Environment for Learning.
PUB DATE- 83
NOTE- 8p.; Paper presented at the Annual Meeting of the Council of Educational Facility Planners (Orlando, FL, October 29-November 3, 1983).

application and interview, establishing a reference file, performing various typing and dictation tasks, composing and editing letters and reports, mailing out correspondence, performing various accounting functions, resolving personnel problems, and composing and typing out assorted employee records and forms. Each job occupies a separate section containing some or all of the following: a job description, instructor evaluation criteria, a job scoring sheet, information sheets, sample forms, an assignment, and one or more tests. Also supplied in this instructor's guide are an organization chart, a position description, a flow-of-work chart, a discussion of the instructor's role in the simulation, and an introduction to the simulation. (MN)

ED 250 450 CE 039 857

Proffitt, Dorsey & Huff, Inc. An Administrative Assistant Position Simulation. Employee's Manual. Office Occupations.

Pickens Area Vocational-Technical School, Jasper, Ga.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

PUB DATE- 82

NOTE- 26p.; For related documents, see CE 039 856-858.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Employee Responsibility; *Employment Practices; Employment Qualifications; Guidelines; Insurance Companies; Job Skills; *Office Management; *Office Occupations Education; *Office Practice; Personnel Management; Postsecondary Education; *Simulation

IDENTIFIERS- *Administrative Assistants; Georgia; Rules and Regulations

This employee's manual, part of a series of publications for use in implementing an administrative assistant simulation designed for students enrolled in a postsecondary-level office applications laboratory, outlines the office rules of a fictitious insurance company, Proffitt, Dorsey & Huff, Inc., that functions as both a sales and a service organization. Addressed in the office rules are office hours, attendance, overtime, lunch and recess periods, personal time, holidays, vacations, accidents, change of address or personal status, visitors and solicitors, equipment, telephone, and general information. Also included in the guide are various pieces

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; *Career Education; Careers; Definitions; *Educational Needs; *Educational Policy; Education Work Relationship; *Entrepreneurship; Federal Programs; Government Role; Postsecondary Education; Secondary Education; Small Businesses; State Programs; Statewide Planning; *Vocational Education

Entrepreneurship education and training for the existing, potential, and future entrepreneur has become increasingly in demand during the past decade. This publication is designed to assist the entrepreneurial leadership in vocational education and other constituencies interested in entrepreneurial training and/or education to form synergistic networking teams to attack the problem. The report is organized in five chapters. The first chapter discusses the need for entrepreneurship and the five stages of entrepreneurship as a lifelong process. In Chapter II, opportunities for entrepreneurship are highlighted, with projections made for the 1980s and 1990s. The issue of leadership development is also discussed. Chapter III presents an agenda for action that describes entrepreneurship education activities being conducted by Federal agencies, states, national organizations, Oklahoma State University, and the National Center for Research in Vocational Education. Benefits to be gained and challenges for the future are also described in the chapter. The fourth chapter details the action plans being implemented in the nine lead states of Colorado, Florida, Maryland, Massachusetts, Missouri, New York, Ohio, Oregon, and Texas. Fourteen recommendations that can be used to help vocational education leaders make an impact on the development of entrepreneurship are discussed in chapter V. Appendixes to the report include the U.S. Department of Education policy statement on entrepreneurship education, White House Statements by the President, and definitions of terms. References are provided. (KC)

ED 250 464 CE 039 892

Two Years after High School: A Capsule Description of 1980 Seniors. High School and Beyond. A National Longitudinal Study for the 1980's.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-84-209
PUB DATE- 84

PUB DATE- Jul 83
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Counseling; Career Guidance; Career Planning; College Bound Students; Comparative Analysis; General Education; Graduate Surveys; *High School Graduates; High Schools; *Participant Satisfaction; Questionnaires; *School Attitudes; State Surveys; *Vocational Education
IDENTIFIERS- *Delaware

A study examined the attitudes of 1983 graduates of Delaware public high schools toward their career plans and their perceptions of the value of their career planning guidance and school curricula as they contributed to their satisfaction with their career goals. A questionnaire designed to gather data for the study was published in a secondary school newspaper that is circulated throughout high schools in Delaware. Contact persons in each school were charged with making sure that only seniors (individuals soon to be graduating) completed the survey instrument. In all, 813 completed surveys were received from 29 high schools. A statistical analysis of the completed surveys indicated that vocational students have a more positive attitude toward their career planning than do their classmates in the general or college preparatory academic programs. Continued analysis of these data revealed that a relationship exists between a parent's educational level and the student's educational plans to pursue a career goal. When asked to select the one high school course that they wished they could have taken, most of the graduates mentioned a course in computers. (The survey instrument is appended to this report.) (MN)

ED 250 477 CE 039 935

Implementing Vocational Education in the Schools: An Alternative Curriculum.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- 84
NOTE- 217p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -

ED 250 490 CE 039 975

Rader, Billie T.
Technical Updating Needs Assessment of Florida's Vocational Instructors. Final Report, from July 1, 1983 to August 31, 1984.
University of West Florida, Pensacola.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 31 Aug 84
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Needs; Educational Practices; Information Sources; *Inservice Teacher Education; Literature Reviews; Postsecondary Education; *Professional Continuing Education; Skill Development; Teacher Attitudes; Teacher Improvement; *Technical Education; *Technological Advancement; Training Methods; *Vocational Education Teachers
IDENTIFIERS- *Florida

A study examined the perceptions of Florida vocational teachers concerning their needs for technical updating. A survey administered to all vocational teachers in Florida in 1982-83 identified more than 2,000 individual technical update needs. Since this number was too large to identify specific areas of priority, a project was conducted in 1983-84 to reduce the number of updating needs and to prioritize them in such a way as to provide a database that could be used in providing funding for updating activities in Florida. To prioritize the technical-update needs identified in 1982-83, a selected group of teachers reviewed the needs list to reduce redundancy. Next, employees prioritized the top 10 needs in each teaching area. Finally, a literature review was conducted to identify models of technical update programs, to determine levels of funding necessary for such programs, and to identify strategies for persuading teachers to participate in updating activities. (This report contains a summary of the literature review, lists of identified needs and potential sources of training to meet the need for such training in 10 vocational education subject areas, and source information sheets detailing sources of technical update training that are located outside Florida. (MN)

ED 250 491 CE 039 985

conference on "Vocational Education and Training Policy for Today and Tomorrow." Included in the volume are the following conference presentations: "Trends and Changes in Federal, State and Local Government Roles during the Remainder of This Century," by David B. Walker; "Social and Demographic Trends and Changes during the Remainder of This Century," by Sue G. Lerner; and "Trends and Changes in the Economy during the Remainder of this Century," by William P. MacKinnon. The complete texts of the reactions to, and the panel discussions on, these three papers are provided along with the text of a panel analysis of policy for vocational education and training. Concluding the proceedings are an agenda; a list of conference speakers, moderators, and panel members; and a list of the names and addresses of registered conference participants. (MN)

ED 250 504 CE 040 015

Computer Assisted VESL Instruction for Vocational Education: Final Report FY-84.
Northwest Educational Cooperative, Palatine, Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Sep 84
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Curriculum Development; *Electricity; *Electronics; English (Second Language); *English for Special Purposes; Guides; Limited English Speaking; Material Development; Postsecondary Education; Second Language Instruction; *Technical Education
IDENTIFIERS- *Vocational English as a Second Language

A prototype software program and accompanying user's manual were developed for teaching vocational English related to basic electricity/electronics to limited English proficient students. The software package was designed to be adaptable to other content areas. Preliminary activities included compilation of a list of learning objectives for and identification of vocational language related to basic electricity/electronics. The prototype computer-assisted instruction (CAI) vocational English-as-a-second-language program included 10 activities, 2 reading passages, and 2 cloze tests (pre and post). The lesson was

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; *Course Content; *Electronic Control; Electronics; Learning Activities; Learning Modules; Lesson Plans; Man Machine Systems; Postsecondary Education; Power Technology; *Repair; *Robotics; *Teaching Methods; Test Items; Trade and Industrial Education; Transparencies

This document is a teacher's guide for teaching a course on robot service and repair. The guide is organized in four units covering the following topics: introduction to robots, power supply, robot control systems, and service and repair. Each unit contains several lesson plans on the unit topic. Lesson plans consist of objectives, tools and materials needed, teaching aids, information sheets, assignment sheets, references, a complete presentation outline, classroom or laboratory activities, review items, unit test items with answers, and transparency masters. (KC)

ED 250 518 CE 040 042

Robot Service and Repair. Student Guide.
Pittsburg State Univ., KS. Kansas Vocational Curriculum Dissemination Center.
PUB DATE- 84
NOTE- 354p.; For the teacher's guide, see CE 040 041.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Course Content; *Electronic Control; Electronics; Learning Activities; Learning Modules; *Lesson Plans; Man Machine Systems; Postsecondary Education; Power Technology; *Repair; *Robotics; Trade and Industrial Education

This document is a student guide for a course on robot service and repair. It is organized in four units covering the following topics: introduction to robots, power supply, robot control systems, and service and repair. Each unit contains several lesson plans on the unit topic. Lesson plans consist of lesson objectives, lists of teaching aids and informational assignments, references, information sheets, assignment sheets, and review questions. Information sheets are illustrated with line drawings. (KC)

PUB DATE- Oct 84
NOTE- 50p.; Masters thesis, University of Minnesota.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Development; *Adult Education; Adult Literacy; *Adult Programs; Adult Vocational Education; Apprenticeships; Continuing Education; Correspondence Study; *Disadvantaged; *Educational Development; Foreign Countries; High School Equivalency Programs; Job Training; Literacy Education; Networks; *Nontraditional Students; Open Universities; Preretirement Education; Prevocational Education; Secondary Education; *Womens Education
IDENTIFIERS- Folk High Schools; *Netherlands

Adult education in the Netherlands is administered under four different branches of government. Formal education or credit-granting courses come under the Ministry of Education and Science. Development of the adult as an individual in his/her social environment falls under the Ministry of Welfare, Health, and Cultural Affairs. Industry training, perceived as labor policy, comes under the Ministry of Social Affairs and Employment. The Ministry of Agriculture and Fisheries administers apprenticeships. The Ministry of Education and Science has responsibility for providing night school courses, developing Daytime Secondary Schools for reentry women, and supervising correspondence courses. Adult education under the Ministry of Welfare, Health, and Cultural Affairs encompasses folk high schools, residential educational centers, local educational centers, and education for women. Newer developments in adult education in the Netherlands include the idea of decentralization, the Open University for Higher Education, and the cooperative efforts of the separate Ministries to offer adult education. Projects agreed upon as in need of further cooperative development and promotion are literacy, open school educational activities for cultural minorities, vocationally oriented training courses, preretirement education, and educational networks. Two basic problems of emerging new structures are decentralized versus centralized structure and financial support. (YLB)

ED 250 533 CE 040 069

Soofi, Abdollah S.
The Concept of Educational Need: An Economic Interpretation.

to their chosen careers. The computer center is planning to develop a software library that may be used by students in the microcomputer center or checked out for later use. The center is also constantly revising the computer literacy course to meet students' needs and suit their abilities. The course has been taken by 85 percent of the students, and 80 percent of those rated it favorably. The program is continuing for a second year. (In addition to a program description, the bulk of this document contains course goals and objectives, a glossary of computer terminology, procedures and BASIC programs, and evaluation results in the form of data tables.) (KC)

ED 250 545 CE 040 092

Wolansky, William D.
Retraining Displaced Workers--Barriers and Facilitators.
PUB DATE- 2 Dec 84
NOTE- 10p.; Paper presented at the American Vocational Association Convention (78th, New Orleans, LA, December 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Cooperative Planning; *Dislocated Workers; *Educational Needs; Education Work Relationship; *Employment Problems; Futures (of Society); *Institutional Cooperation; Job Training; Postsecondary Education; Public Policy; *Retraining; *School Business Relationship; Unemployment; Vocational Education; Vocational Schools

Although plant closings and layoffs have been happening for a long time, today's recessions, major changes in the structure of the economy, and a tight job market have combined to make plant closings a more serious problem. Workers are faced with unemployment from both traditional labor-displacing changes, such as the increasing use of robotics; and from unprecedented structural shifts in the economy, such as changes in consumer demand, technology, energy costs, skill requirements, and government policies. Since 1970, almost a million manufacturing jobs have been lost in the automotive, rubber, steel, and other industries in the Northeast and Midwest. Many of these displaced workers will require retraining if they are to find real jobs. On one hand, retraining efforts face the barriers of the lack of resources, capacity, and commitment to make retraining available to

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Programs; Economically Disadvantaged; *Educational Finance; *Educational Legislation; Educationally Disadvantaged; Federal Aid; Federal Government; Federal Legislation; *Federal State Relationship; *Government Role; Guidelines; Illiteracy; Literature Reviews; *Program Effectiveness; Program Implementation; State Aid; State Government; Underemployment
IDENTIFIERS- *Adult Education Act 1966

A literature review examined the extent to which public funds for adult basic education and the guidelines under which funding is granted are meeting the needs of the target population as delineated by law. Research was limited to adult basic education programs funded by Federal and state monies and operated through the public school systems of Ohio. The literature review indicated that the Adult Education Act was enacted to eradicate poverty by providing the undereducated, underemployed, and poor adult with the basic reading and writing skills needed to retain or obtain employment. The literature revealed that the Federal Government authorizes and establishes funding levels and regulations and the 50 states serve as a bridge between the Federal level and their respective education agencies. The literature further indicated that, at best, the legislation is minimally serving the stated goals. Those benefitting the most were the secondary level students who are achieving General Educational Development certificates and gaining skills necessary to upgrade, retain, or obtain employment. Findings led to such recommendations as a philosophical and financial commitment beyond current legislation, institution of specialized programs for the target population, design of evaluations to measure stated outcomes, and support of the thrust to eradicate illiteracy. (YLB)

ED 250 560 CE 040 132

Kinter, Ona Kay; Marco, Gayle J.
New and Emerging Occupations: Vocational Guidance and Counseling of Disadvantaged Students. Final Report.
Pittsburgh Univ., Pa. Dept. of Vocational Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 30 Jun 84

Effectiveness; Program Evaluation; Program Implementation; *Program Improvement; *Special Education; *Vocational Education; Vocational Evaluation; Vocational Schools

The Des Moines Independent Community School District program, Transitioning Youth to Employment (TYE), was implemented in the first semester of the 1983-84 school year. The program's purpose was to bring special education students from self-contained classrooms at the comprehensive high schools to Central Campus for a one-semester course designed to facilitate their transition from a self-contained classroom to the development of a high school vocational plan. In 1983-84, 38 students completed the fall course; 37 completed the spring course. The students were assigned to a morning or afternoon class that met daily for approximately two and one-half hours. Three instructors provided learning experiences in prevocational skills, vocational assessment, and vocational exploration. An evaluation of the program identified six areas for documentation and provided comments and recommendations for each. These areas were student enrollment, committee meetings, curriculum, individual student reports, staff orientation, and budget. Some of the comments and recommendations were as follows: (1) assessment of students was done at the home schools and could not be used to individualize TYE instruction; it was suggested that more of the assessment be done at the Central Campus; (2) it was noted that steering committee meetings were sparsely attended and suggestions were made for improving attendance; (3) a system should be developed for systematically collecting information from students, parents, and teachers; (4) the Central Campus classroom should be changed or modified to serve student needs; and (5) staff development should be provided for TYE teachers. (KC)

ED 250 572 CE 040 164

Office Occupations. Clerical and Secretarial Clusters. Occupational Cluster Guide.

Oregon State Dept. of Education, Salem.

PUB DATE- 83

NOTE- 85p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; *Clerical Occupations; *Course Content; Course Organization; Curriculum; *Curriculum Development;

ED 250 586 CG 017 785

Kessler, Ronald P.

Quality of Affectional Bonding, Learned Helplessness, and Clinical Depression.

PUB DATE- Aug 84
NOTE- 35p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affection; *Attachment Behavior; *Attribution Theory; College Students; *Depression (Psychology); Discipline; *Helplessness; Higher Education; *Parent Child Relationship; *Peer Relationship

John Bowlby's theory of affectional bonding and the reformulated learned helplessness theory of depression were integrated into a multivariate model in order to expand the breadth of current attributional theories of depression. This retrospective study focused upon the quality of parent-child relations, the types of discipline parents employed, and the quality of peer affectional systems in relation to attributional style and depression. The sample consisted of 132 undergraduate students who completed the Beck Depression Inventory (BDI), the Attributional Style Questionnaire (ASQ), and the Attachment History Questionnaire (AHQ). The results indicated that attachment history antecedents were better predictors of depression than attributional style alone. Depressed students reported significant differences in the quality of their relationships with parents and also in the types of discipline and punishment they received. The attachment patterns of depressed students were more conflictual and unstable than nondepressives. The depressed group reported consistent use of threats and punishment as a means of parental discipline. The nondepressed students experienced the more "socially appropriate" types of discipline such as spanking, restrictions, and loss of privileges. Contrary to expectations there were no group differences in the overall availability or quality of peer support networks. The results partially supported the learned helplessness theory in as much as depressed students did form global attributions for bad outcomes but did not demonstrate the "depressive attributional style" as the theory predicts. Depressed students formed external, unstable, and specific attributions for

roots in human psychophysiology, learning theory, and systems theory, which have influenced the development of the program, are discussed. Specific examples of clinical settings and the roles and influence of the counseling psychologist are given for such programs as the West Haven-Yale Pain Management Program and the Cardiac Rehabilitation Program. The paper concludes with the identification of future directions for service activities, research, and educational roles for counseling psychologists in medical settings. (BL)

ED 250 601 CG 017 800

Travis, Cheryl Brown; And Others
Sex and Achievement Domain: Cognitive Patterns of Success and Failure.
PUB DATE- Mar 84
NOTE- 30p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; Attribution Theory; Cognitive Processes; College Students; *Expectation; *Failure; Higher Education; *Sex Differences; *Success

Recent research in achievement has focused on sex differences found in locus of standards, conceptual focus, and expectations for success. To examine the nature of sex differences and their relationship to achievement domains, 439 college students (197 females, 242 males) were asked to write an account of an achievement or failure. They then responded to statements on locus of standards (internal, external), the process or impact focus of their conceptual orientations, and their initial expectations for success (or failure). An analysis of the results revealed significant main effects for domain on both success and failure outcomes. Further, a strong sex difference in initial expectations preceeding failure events was found, with men holding consistently high expectations regardless of achievement domain. Interaction effects of sex and achievement domain observed on locus of standards for success, and initial expectations preceeding failure indicated that women were more responsive to domain differences than were men. Cognitive responses were more readily classified by

more schooling than their mothers and grandmothers, even though women of all ages went back to school and jobs during the flood period of the late 1960s and 1970s. In addition, old women labeled attractive have to look youthful. In relation to men, old women lack power in society, except in the family. However, to negate the stereotype of the old woman, one has only to observe her diversity and to grasp the idea of relativity when defining old age. The older woman should be viewed from another perspective, one in which her life history records her transformations and individuality throughout her lifespan. (BL)

ED 250 616 CG 017 815

Brandstadter-Palmer, Georgia W.
Children Who Kill.
PUB DATE- 25 Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Children; *Crime; Decision Making; Elementary Secondary Education; *Information Needs; Justice; Juvenile Courts; Models; *Sentencing; Violence
IDENTIFIERS- *Homicide

Although the media has attended to the subject of juvenile homicide, the professional literature on the subject is sparse. To identify a model for standardized data collection for juveniles who murder, 12 juveniles charged with first degree murder were administered a series of tests during psychological interviews. Data were collected on social class, home environment, school, previous delinquencies, mental illness, substance abuse, personality characteristics, and intelligence. The results showed that 9 of the 12 subjects had dropped out of school and 11 were from divorced parents. Four had previous arrests and one was heavily involved with substance abuse, although most had occasionally tried alcohol or marijuana. They were not all of the same racial background, no unusual evidence for violence and chaos in the homes existed, they were not all poor, and over half had IQs exceeding 100. There was no history of mental illness, less than half had previous arrests, and only one gave indications of

ED 250 631 CG 017 833

Organized Crime and Drug Enforcement Task Force. Hearing before the Committee on the Judiciary. United States Senate, Ninety-Eighth Congress, First Session on the Organized Crime and Drug Enforcement Task Force in the Mid-Atlantic Region Which Would Coordinate Government Agencies, Including U.S. Attorneys, the FBI, DEA, Customs Service, BATF, and the IRS. Dover, Delaware.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- S-Hrg-98-928

PUB DATE- 13 Dec 83

NOTE- 80p.; Some pages are marginally legible due to small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Agency Cooperation; *Crime; *Crime Prevention; Federal Legislation; Government Role; Hearings; *Illegal Drug Use; *Law Enforcement

IDENTIFIERS- Congress 98th; Task Force Approach

This document presents testimony and proceedings from the Congressional hearings on organized crime and drug enforcement in the Mid-Atlantic region, and government efforts to solve these problems. Opening statements are presented from Senators Strom Thurmond and Joseph Biden. Testimony is also presented from the United States attorneys for the districts of Maryland, Delaware, and eastern Pennsylvania, as well as from a panel consisting of Daniel Simpson, Delaware State Police; John Wilder, special agent in charge, Drug Enforcement Administration, Philadelphia; and Dana Caro, special agent in charge, Federal Bureau of Investigation, Baltimore. Topics covered include the scope of the drug problem in the region, efforts of the government's task force to combat it, and the effectiveness of agency cooperation. Methods of financing drug trafficking and money laundering schemes are also described. (JAC)

ED 250 632 CG 017 834

Reauthorization of the Older Americans Act: South Carolina. Hearing before the Subcommittee on Human Services of the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session. Anderson, SC.

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Need; Assertiveness; *College Students; Comparative Analysis; *Females; Feminism; Higher Education; Locus of Control; *Nontraditional Students; *Personality Traits; *Reentry Students

There is little literature comparing personality differences between traditional (under age 25) and reentry women students (aged 25 and older). The purpose of the present study is to examine these differences. A background questionnaire and five additional scales: (1) the Work and Family Orientation Questionnaire (WOFO-3); (2) the Multidimensional-Multiattributional Causality Scale (MMCS); (3) the Attitude Toward Women Scale (AWS); (4) the Personality Research Form (PRF) ANDRO; and (5) the Rathus Assertiveness Schedule (RAS), were used for data collection. Additionally, these personality variables were used as predictors of achievement motivation in each group. Data were gathered from a sample of 50 reentry and 50 traditional aged women undergraduate students. Reentry women students were found to have a higher degree of assertiveness, be more liberal in feminist attitude, be less external in locus of control, less competitive, and less concerned with the negative reactions of others. A multiple regression analysis indicated that the selective personality variables were predictive for the Mastery Orientation scale of the WOFO for both groups. In addition, the variables were predictors for the Personal Unconcern scale of the WOFO for traditional students. (Author/BL)

ED 250 647 CG 017 887

Okun, Barbara F.
Marriage and Family Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. 57+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 289p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.

comprehend and incorporate the instructional models' complex components into their instruction and students need the time to acquire, habituate, and use instructional strategies for learning from text. (HOD)

ED 250 661 CS 007 822

Bohning, Gerry
A Teaching Strategy for Reading Coupons.
PUB DATE- 8 Nov 84
NOTE- 13p.; Paper presented at the Southeastern Regional Conference of the International Reading Association (10th, Lexington, KY, November 7-9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consumer Economics; Elementary Education; Lesson Plans; *Reading Instruction; *Teaching Methods; Vocabulary Development
IDENTIFIERS- *Coupons

Acknowledging that consumers need to look for certain information on store coupons, this lesson plan uses the overhead projector for teaching elementary school students how to systematically read and use coupons. The lesson emphasizes informed consumerism and provides a practical opportunity for students to apply the skills of vocabulary development and following instructions. In addition, it teaches students to identify the expiration date of the coupon, special conditions for using it, the period of time when it may be used, and the number of items to which the discount applies. Follow-up activities are included. (HTH)

ED 250 662 CS 007 823

Zaritsky, Joyce; Brewer, Francine
Students Who Have Completed Basic Skills Courses at La Guardia Community College: A Survey.

council spoke primarily for high school teachers through the "English Journal." College interests existed then, but it was not until 1934 that the first major publication on college English appeared--"College Teaching of English." The elementary section also held meetings from the beginning, although then, as now, it was interested chiefly in the preparation of teachers and only indirectly in teaching. Initially, the council had a spotty history in representing all teachers in all states, as NCTE remained "midwestern" for much of its first 50 years. The organization also made little effort to involve black teachers from black schools until late in the 1920s. Had council leadership been more sensitive during the 1940s and 1950s to the growing dissatisfaction of reading specialists, the International Reading Association might not have formed as a separate organization. In its efforts to speak for a unified profession, NCTE has established criteria for acceptable teaching conditions, combated censorship, called attention to the latest and best English education research available, and established and maintained high standards for the preparation and certification of teachers at all three levels. (HTH)

ED 250 677 CS 207 882

Hook, J. N.
NCTE and the Scholar-Teacher.
PUB DATE- 21 Nov 82
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982). For related documents, see CS 207 881-884.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Educational Research; Elementary Secondary Education; *English Instruction; Higher Education; Language Arts; Language Skills; *Professional Associations; *Professional Development; Scholarly Journals; Teacher Improvement; *Writing for Publication
IDENTIFIERS- *National Council of Teachers of English; Theory Practice Relationship

The National Council of Teachers of English (NCTE) has put steady emphasis on teachers' inquiring minds and on their awareness of the arts, particularly the arts of using and interpreting language. NCTE's inquiries have been concerned not only with literary and

Lehr, Fran
Responses of the English Language Arts Profession to "A Nation at Risk." ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 11p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Development; *Educational Improvement; *Educational Quality; Elementary Secondary Education; English Instruction; Higher Education; Language Arts; Standards; *Teacher Attitudes; Teacher Education; Teaching (Occupation)
IDENTIFIERS- ERIC Digests; Excellence in Education; National Commission on Excellence in Education; *Nation at Risk (A)

Intended for administrators and policy makers as well as teachers, this digest presents a selection of reactions to "A Nation at Risk," the report by the National Commission on Excellence in Education. The five parts of the digest discuss the five major recommendations of the commission's report concerning curriculum, standards and expectations, time use, the teaching profession, and leadership and support, and present responses to each recommendation by educators in English and the language arts. (HTH)

ED 250 691 CS 208 647

O'Donnell, Holly
Large Scale Writing Assessment. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 14p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Assessment; Educational Trends; Elementary

ED 250 707 CS 208 667

Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 84

NOTE- 13p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adolescent Literature; Advance Organizers; Annotated Bibliographies; Black Literature; *Childrens Literature; Doctoral Dissertations; *Educational Research; Elementary Secondary Education; English Instruction; Fiction; Higher Education; Imagination; *Literature Appreciation; Newspapers; Nineteenth Century Literature; Novels; Questioning Techniques; *Reader Response; Reading Comprehension; *Teaching Methods; Thematic Approach; Visual Learning

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the follwing: (1) the effects of junior great books programs on students' thinking and reading skills, (2) adolescent novels and the ideology of femininity, (3) the effect of using thematic preorganizers on high school literature students' comprehension, (4) the relationship between children's cognitive levels of development and their responses to literature, (5) newspaper fiction published in the United States between 1890 and 1930, (6) furthering high school students' moral and ego growth through the study of English literature, (7) fifth grade students' response to picture books, (8) reading and visual imagination, (9) the rhetorical approach to teaching poetry, (10) myths and realities in contempory adolescent novels of sport, (11) growth in the size of the reading public for American novels between 1837 and 1857, and (12) assessing the authenticity of the African-American experience in children's fiction. (RBW)

ED 250 708 CS 208 668

the same (although different in degree). Thus, because computers demand explicit step-by-step instructions, computer programers are forced into deliberate planning, clear and coherent thought, and explicit expression. Such valuable habits are easily transferable to the composing process. A computer program may also be viewed as a system of parts that solve a problem. An essay is a similar problem solving system, with the problem being the elucidation of the thesis statement. If students can be shown that an essay, like a program, is a system, they then have at their disposal a set of attitudes and concepts for understanding the composing process. (HOD)

ED 250 721 CS 504 719

Crawford, Barbara L.
Interdisciplinary Course in Intercultural Communication: Grant Proposal Syllabus Course Materials, Test Instruments, and Evaluation.
PUB DATE- Feb 84
NOTE- 49p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, WA, February 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Course Content; Course Descriptions; Course Evaluation; Course Organization; *Cross Cultural Training; *Cultural Awareness; Cultural Differences; Ethnic Groups; *Ethnic Relations; Higher Education; *Intercultural Communication; Interdisciplinary Approach; Language Usage; Mastery Learning; Speech Curriculum; Speech Instruction; Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA

An experimental, interdisciplinary, mastery learning [illegible]se in intercultural communication--designed to help students at Santa Barbara (California) City College overcome barriers arising from language, attitudinal, nonverbal, and ethnocentric variations in communication styles--is described in this collection of documents. The collection includes the original grant proposal through which funds were obtained to design and teach the course, a course syllabus, a course study guide, test instruments, advertising flyers, and a course evaluation and final report to the California Community Colleges Fund for Instructional Improvement, which funded the project. (RBW)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Debate; Higher Education; Judges; *Persuasive Discourse; Secondary Education
IDENTIFIERS- *Debate Format; *Spread (Debate)

Although a good deal of the controversy over debate strategy versus substance has been on the construction of both affirmative and negative cases, the most widespread concern is with the use of the "spread." Debate scholars argue that the spread can be misused in two somewhat similar ways. The strategic spread, in which a large number of somewhat developed arguments is presented, is used to attempt to force the opposition to misallocate its time. The goal of the tactical spread, in which a relatively large number of undeveloped responses to an argument are given, is to avoid debate. Since the affirmative can postpone its choice of which of the six advantages to emphasize until the second affirmative rebuttal (after which the negative is compulsorily silent), an enormous tactical advantage can be gained by concentrating on those elements of the affirmative case about which the negative has said the least. While these two forms of the spread can be differentiated from one another, they are generally used together. Scholars argue that both judging practices and debate format are two potential sources of the spread. A format using eight-minute constructives and seven-minute rebuttals might well reduce the effects of both the strategic and the tactical spread. Other variations in format that lengthen rebuttals at the expense of the constructives might also prove useful in reducing the lack of clarity that results from misuse of the spread. (HTH)

ED 250 737 CS 504 746

Greene, John Robert
The Basic Speech Course and the College Radio Station.
PUB DATE- 2 Nov 84
NOTE- 6p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Communication Apprehension; Higher

*Interpersonal Relationship; Leadership Styles; *Problem Solving; *Psychological Needs; Rating Scales

The relationship between interpersonal needs and communication in conflict management style messages was investigated in a study to discover the magnitude and direction of the relationship between three interpersonal needs--inclusion, control, and affection--and three styles of conflict management messages--focus on self, focus on issue, and focus on other. Undergraduate communication students (n=225) were administered a test booklet that contained the Conflict Management Message Style Instrument, three other conflict scales, and the Fundamental Interpersonal Relations Orientation-Behavior scale. A connonical correlation and followup correlations between subscales revealed the following: (1) a person who has a need to control others is self-focused in conflicts; (2) a person who has a high need for expressed affection tends to be focused on issue during conflict; (3) expressed inclusion is correlated with other focus; and (4) a person wanting others to control him or her is more concerned about the relationship in a conflict than about resolving the conflict itself. (HOD)

ED 250 751 CS 504 763

Buzza, Bonnie W.
A Second Look at Small Colleges: Definitions and Demographics.
PUB DATE- Nov 84
NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Church Related Colleges; College Environment; *College Faculty; Institutional Characteristics; Private Colleges; *Professional Associations; Professional Development; *Professional Services; *Small Colleges; Social Support Groups; *Speech Communication; Speech Instruction; *Teacher Morale; Teacher Motivation

Speech teachers in small colleges often feel frustrated because of their course load and other heavy demands made on their time. Because their departments are small, they have few colleagues in their discipline to work with, and this--plus time constraints--makes it difficult for them to remain professionally active. One way they can extricate themselves from the sense of procedures, and matching provisions; lists the state agency and officers administering the grant; tabulates federal allocations for the years since the program's inception; and briefly reviews the program's activities. An appended table compares federal funds received in fiscal year 1983 with those received in 1984. (MCG)

ED 250 765 EA 017 220

Australian Education Council. First Annual Report for 1983.
Australian Education Council, Melbourne.
PUB DATE- 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Apprenticeships; *Computers; Educational Finance; *Educational Technology; Elementary Secondary Education; Employment; Enrollment; Equal Education; Higher Education; Migrant Education; Mobile Classrooms; Multicultural Education; Reading Achievement; *Reports; Rural Education; School Community Relationship; Science Education; Special Education; Statistics; Surveys; Vocational Education
IDENTIFIERS- *Aboriginal People; *Australia

This report presents the accomplishments and activities of the Australian Education Council in 1983. The council held two meetings in 1983. One, in Canberra, addressed conditions regarding Commonwealth funding for capital purposes, criteria for registration of nongovernment schools, participation of young people in tertiary education, and a national youth policy. The second meeting, held in Adelaide, set up a Task Force on Education and Technology, as well as considering youth policy, aboriginal education, equity and access to tertiary education, Commonwealth schools and commission guidelines, and new arrangements for recurrent funding of schools. The report gives an overview of major developments in education in New South Wales, Victoria, Queensland, Western Australia, South Australia, Tasmania, the Northern Territory, and the Commonwealth as a whole. Included in the report are four appendixes. (MD)

or individuals with major responsibility for implementing federal or state-sponsored school improvement practices. It covers who they are, what roles they play, and how they contribute to various outcomes. The sample is from the Study of Dissemination Efforts Supporting School Improvement, a national study of the impact of four selected dissemination/school improvement strategies on teachers and schools in 146 districts. Of these, 66 districts (45 percent) have designated one or more persons as local facilitators--a total of 78 persons, including 35 curriculum coordinators, 10 other district personnel, 4 assistant principals, 1 guidance staff person, 1 assistant superintendent, and 27 others. Characteristics of these facilitators are described, including years of experience in various positions, professional activities, and inservice education. Next, data are provided on local facilitators' perceptions of the value of the practice they are helping to implement, and on their sense of ownership of the practice. This is followed by information on the time they spent and the roles they played in the school improvement effort. A description is provided, with accompanying data, of how local facilitators interact with external facilitators, and of how local facilitators influence the school improvement process. Two causal models are present that illuminate the variables influencing school improvement outcomes: individually focused (outcomes among individual teachers) and school-focused (outcomes at the organizational level). Charts and tables are included. (TE)

ED 250 780 EA 017 258

Cox, Pat L.
Inside-Out and Outside-In: Configurations of Assistance and Their Impact on School Improvement Efforts. A Study of Dissemination Efforts Supporting School Improvement.
Network of Innovative Schools, Inc., Andover, Mass.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Apr 83
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

Communication; *Long Range Planning; Middle Schools; *School Closing; *School Community Relationship; School Organization
IDENTIFIERS- *Raytown Consolidated School District 2 MO

In the late 1970's, declining enrollment in Raytown, Missouri, prompted the school board to employ an outside consulting firm to prepare a 10-year comprehensive demographic forecast. The enrollment forecast clearly indicated that the decline would continue. A facility utilization study found that the overall physical condition of the schools was good but several problem areas would require attention. Four alternative attendance plans were presented, along with the demographic study, to school personnel and the community. A 17-member citizens' committee appointed to review the studies recommended closing three schools and changing from junior high schools to middle schools. Meetings were held to prepare the district patrons and students for reorganization. The experiences in this school district indicate that the keys to closing schools without fighting are: (1) provide credible facts on enrollment, (2) prepare a good facility study, (3) plan for the future needs, (4) communicate these plans to the staff and to the patrons, (5) appoint a citizens' committee to review the plans, and (6) take a reasonable time to complete the reorganization. (MLF)

ED 250 794 EA 017 301

Delon, Floyd
Dismissal of Public School Teachers for Immoral Conduct.
PUB DATE- 29 Sep 84
NOTE- 34p.; Paper presented at a meeting of the Kentucky Council of School Attorneys (Bowling Green, KY, September 29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Elementary Secondary Education; Homosexuality; Legal Problems; *Moral Issues; Sexual Harassment; *Sexuality; *Teacher Behavior; Teacher Discipline; *Teacher Dismissal; Teacher Responsibility; Teacher Student Relationship

Recent court definitions of immoral conduct require that employers establish a nexus between the objectionable conduct and the individual's fitness to teach, while teacher plaintiffs have argued that dismissals for alleged immoral conduct violated various constitutional rights. This paper reviews a cross-section of recent

offers specific suggestions and techniques to minimize fade-out. Part 6, "Appendices," provides a series of schematic feedback diagrams ("anticipating conflict evolution," "loser's cycle," and "winner's cycle") and a pair of charts correlating types of stress with stress management strategies. Reference notes and the bibliography cited in Part 1 condclude the paper. (TE)

ED 250 807 EA 017 315

Boyer, Donald E.
Improving the Cost-Effectiveness of School Food Services: A Management Consultation Approach.
PUB DATE- Oct 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of School Business Officials (Atlantic City, NJ, October 14-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultation Programs; Elementary Secondary Education; Finance Reform; *Financial Problems; *Food Service; Intervention; Money Management; *State Agencies; State Aid; State Departments of Education; *State School District Relationship; Technical Assistance
IDENTIFIERS- *Pennsylvania Department of Education

This paper describes a state-sponsored management assistance project for improving the cost-effectiveness of school food services. First, the history, rationale, and present function of the Division of Management Assistance in the Pennsylvania Department of Education is described. Its primary purpose is to assist schools with fiscal problems in regaining financial stability. Food service has been identified as a major area in need of intervention by the management assistance team, because of the statewide increase in general fund support for food service operations, the increasing number of requests for state assistance (in the food service area) from school boards and superintendents, and the rising incidence of externally contracted food service. The procedure for addressing this need is then described. Letters offering assistance in this area were mailed, and, because of the large number of requests received in response, the department has enlisted the outside support of the Pennsylvania School Food Service Association for additional management consultants. Food

AVAILABLE FROM- Publication Sales, Georgia Professional Standards Commission, 1645 Tullie Circle, N.E., Suite 105, Atlanta, GA 30329 ($6.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; Administrator Education; Administrator Evaluation; *Administrator Role; Administrator Selection; Elementary Secondary Education; Leadership Qualities; *Leadership Training; Management Development; *Principals; Questionnaires; Standards; *Superintendents; Tables (Data)
IDENTIFIERS- *Georgia

The views of Georgia school superintendents on leadership preparation and the role of principals are examined to determine future directions and standards for preparing public educational leaders in the state. Data were collected from 182 (97 percent) of the state's total of 187 superintendents. In the first part of the paper, Georgia superintendents are profiled by age, sex, race, education, work experience, and motivation for the superintendency. Following this is an analysis of the superintendents' perceptions of principals based on responses to seven questions that focused on the role, selection, recruitment, preparation, inservice, authority, and evaluation of principals. The third portion of the paper focuses on the superintendents' perspectives on the performance of principals, as well as the superintendents' projections for staff openings and reductions. The final section summarizes the 307 proposals made by 135 superintendents for strengthening the delivery of public education in the state. Additional financial support for education and general strengthening of standards and policies were the two most cited of the five major proposal topics designated. Interspersed with the text are 9 figures and 38 tables. A copy of the 25-item questionnaire and a 66-item bibliography are appended. (MLF)

ED 250 821 EA 017 331

Peach, Larry E.; Reddick, Thomas L.
A Study of Fund Raising and Fee Collection Practices in Tennessee Public Schools.
Tennessee Technological Univ., Cookeville. Dept. of Administration, Supervision and Curriculum.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Curriculum Development; *Educational Facilities Design; Elementary Secondary Education; Futures (of Society); Lighting Design; *Microcomputers; Networks; School Libraries

This paper provides an exploration of the impact of the increasing use of microcomputers in education upon curriculum development and the physical space needs in the learning environment. A secondary topic is the present and future directions of schools in the design of computer environments. (Author/MD)

EC

ED 250 836 EC 170 484

Ehly, Stewart
Peer Tutoring in the Regular Classroom: A Guide for School Psychologists.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.
PUB DATE- Aug 84
NOTE- 103p.
AVAILABLE FROM- National Association of School Psychologists, 10 Overland Drive, Stratford, CT 06497.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Learning Problems; *Peer Teaching; Remedial Instruction; *School Psychologists; *Training Methods; *Tutoring

Written to accompany a videotape, the handbook is presented as a guide for school psychologists on peer tutoring in the regular classroom. A general overview of the peer tutoring process (including selecting and pairing students, supervising the process, and scheduling and feedback) is presented, followed by basic steps

of information relating to the structure and implementation of the simulation, including an organization chart, a position description, a flow-of-work chart, an introduction to office rules, a list of supplies, equipment, and references, a list of jobs to be performed in the simulation, an evaluation form to be used with employees of the fictitious company, and an errors-and-omissions checklist. (MN)

ED 250 451 CE 039 858

Proffitt, Dorsey & Huff, Inc. An Administrative Assistant Position Simulation. Student Manual. Office Occupations.

Pickens Area Vocational-Technical School, Jasper, Ga.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 82
NOTE- 205p.; For related documents, see CE 039 856-857.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Accounting; Business Communication; Business Correspondence; Business English; *Business Skills; Insurance Companies; Job Skills; Learning Activities; Letters (Correspondence); *Office Management; *Office Occupations Education; *Office Practice; *Personnel Management; Postsecondary Education; Recordkeeping; Records (Forms); *Simulation; Technical Writing; Typewriting; Writing Skills
IDENTIFIERS- *Administrative Assistants; Georgia

This student manual, part of a series of publications for use in an administrative assistant simulation for students enrolled in a postsecondary-level office applications laboratory, includes 20 jobs or tasks that are likely to be required of an administrative assistant working in an independent insurance agency that is both a sales and a service organization. Addressed in the simulation are such tasks as completing an employment application and interview, establishing a reference file, performing various typing and dictation tasks, composing and editing letters and reports, mailing out correspondence, performing various accounting duties, resolving personnel problems, and composing and typing out assorted employee records and forms. Each job contains instructions to the student and actual forms, tests, reports, letters, or other written materials that would, in all likelihood, be encountered by an

NOTE- 40p.; For related documents, see ED 204 637, ED 214 990, ED 234 640, ED 234 644, and ED 243 957-959.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Attitude Change; Attitudes; Career Education; Cohort Analysis; Educational Background; Employment; *Employment Level; Employment Patterns; Family Characteristics; Family Size; *High School Seniors; Longitudinal Studies; *Marital Status; Military Service; National Surveys; Participant Characteristics; *Postsecondary Education; Racial Differences; Sex Differences; Social Differences; Socioeconomic Status; *Student Financial Aid; Values
IDENTIFIERS- *High School and Beyond (NCES)

This report contains a summary of descriptive information about 1980 seniors two years after leaving high school--their educational, vocational, socioeconomic, and familial status and their plans and attitudes. Chapter I is an introduction to the High School and Beyond (HS&B) longitudinal surveys. Chapter II indicates the percentages of male and female 1980 seniors participating in postsecondary education, work, and other activities in October 1980 and October 1981. Chapter III studies the entry rates--immediate and delayed--of 1980 seniors into postsecondary institutions, examines the rate of persistence of those who went to college as well as their major fields of study, and describes the kinds and amounts of financial aid received. Chapter IV describes labor force experiences--employment status and earnings. Military service is the focus of chapter V, while chapter VI notes family formation statistics and chapter VII addresses the changes that had taken place since the students' senior year in values, attitudes, and opinions. Appendix A presents a description of HS&B data files available for public use; appendix B defines the variables that were used to divide the total population into subgroups; and appendix C discusses the HS&B sample design and the quality of the data. (Thirteen tables are provided.) (YLB)

ED 250 465 CE 039 894

Hotchkiss, David; Moore, Carl
Drafting Technology. A Competency Based Articulated Curriculum.
Indian Hills Community Coll., Ottumwa, Iowa.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 82

Teaching Guides (For Teacher) (052)
DESCRIPTORS- Coping; *Daily Living Skills; Educational Needs; Education Work Relationship; *Employment Potential; Fused Curriculum; Futures (of Society); Guidelines; High Schools; *Individual Power; Interpersonal Competence; Job Skills; Junior High Schools; Labor Market; Models; Nontraditional Education; *Prevocational Education; *Problem Solving; State Curriculum Guides; Transfer of Training; *Vocational Education
IDENTIFIERS- Illinois; *Self Empowerment

This extrapolation paper is intended: (1) to present a model of a pretechnical curriculum that has as its focus the self-empowerment of the individual and (2) to describe how the curriculum could be implemented in the schools. The first part of the paper discusses the need for a pretechnical curriculum in terms of a model for self-empowerment. Addressed in the next two chapters are employer and employee needs in the labor market of the future and criteria for curricular decisions. Next, the concepts of personal and occupational transitions are examined, and a model for handling transitions is provided. Covered in the next chapter, the largest section in the report, are the need for developing problem-solving skills, a model for solving problems, strategies for developing higher order problem-solving skills, skills for use in developing logical and critical thinking skills, and the role of interpersonal skills in the group problem-solving processes. The final chapter is an implementation guide that presents strategies for fusing generalizable, transition, and problem-solving skills in pretechnical and technical education courses to prepare students for entry-level jobs, training programs, or retraining programs. (MN)

ED 250 478 CE 039 936

Daniels, M. Harry; And Others
The Development of a Model, Strategies and Procedures for Introducing Change Skills Instruction into Vocational Programs.
Southern Illinois Univ., Carbondale. Coll. of Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 84
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Classroom Techniques; *Coping;

Electronics Worksite Training Using Interactive-Video Instruction. Adopter's Guide.
Portland Community Coll., Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- Jun 84
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; Course Content; Curriculum Development; Electricity; *Electronics; *Electronic Technicians; Extension Education; Individualized Instruction; Industrial Training; Microcomputers; *Online Systems; On the Job Training; Postsecondary Education; Program Development; *Programed Instruction; *Program Implementation; Technical Education; Training Methods; Vocational Education
IDENTIFIERS- *Interactive Video

This guide is intended to provide a prospective user of interactive video instruction with a guide to the establishment and operation of an electronics worksite training program. The training program is designed to provide beginning electronics technician training equivalent to that available at most community colleges and technical schools. The instructional program is based on an interactive video electronics course developed at the College of San Mateo. The course is self-paced and computer-based, facilitating open entry/open exit, individualized, and flexible training. The guide provides information on how instructional strategies based on the use of interactive video materials work, what equipment is needed, and how to establish and maintain a worksite training program. The guide also describes the course components and program operations. Further information on the program as developed by the Wisconsin Foundation for Vocational, Technical and Adult Education, Inc. is provided in the appendix to the guide. (KC)

ED 250 492 CE 039 993

Shain, Kenneth S.
High Technology Curriculum Annotated Bibliography of Selected Texts.

programmed using Apple Pilot, and a user's manual with a guide for creating new CAI lessons was developed. The prototype was tested through external reviews and pilot testing. Following the eight-page narrative are appendixes that include a list of sources for the task analysis list, cross-referenced block of tasks, a task analysis list for basic electricity/electronics, various materials with vocational language related to basic electricity/electronics, a sample lesson outline, an evaluator's review of the prototype and manual, a student's review of the prototype, and a list of material and human resources. (YLB)

ED 250 505 CE 040 016

Hodgens, Jim; Meyers, Leland
Farm Business Management. Volume I. Vocational Agriculture Education.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 84
NOTE- 742p.; Revised by Jim Steward.
AVAILABLE FROM- Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074 (In-State: $16.50; Out-of-State: $29.75).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Adult Farmer Education; Adult Programs; Adult Vocational Education; Agricultural Education; Behavioral Objectives; *Budgeting; Budgets; Competency Based Education; Credit (Finance); Entrepreneurship; *Farm Accounts; *Farm Management; Learning Activities; *Marketing; *Recordkeeping; State Curriculum Guides; Taxes; Transparencies; Units of Study

This curriculum guide provides a basic core of instruction for the first year of a three-year adult program in farm business management. It contains 12 units of instruction. Each unit consists of seven basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (application of knowledges that are prerequisites to skill development), supplements and transparency masters, tests, and test and assignment sheet answers. Depending on the specific objectives, supplements, transparency masters, assignment sheets, and job sheets may or may not be included. The 12 units cover orientation, recordkeeping, inventory

ED 250 519 CE 040 044

Leckie, Shirley A.; Sallis, Harrylyn
Instituting an Adult Degree Program at a Traditional Liberal Arts College: The Millsaps College Experience.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Bachelors Degrees; College Credits; *College Programs; Experiential Learning; Higher Education; Independent Study; Nontraditional Students; Prior Learning; *Program Development; *Special Degree Programs
IDENTIFIERS- *Millsaps College MS

Millsaps College inaugurated an Adult Degree Program to compensate for the predicted diminishing number of traditional age students and to establish a degree program incorporating a number of innovations of value to working adults. Issues considered before implementing the program included the impact of such a degree offering on existing programs, the program's effect on Millsaps' reputation, the possibility that Millsaps' reputation as an academically demanding institution might be threatening to prospective students, and the effect of the tuition at Willsaps being substantially higher than tuition at public institutions. Millsaps was then selected as a grant recipient by Mary Baldwin College's Adult Degree Program Dissemination Project. To gain faculty support, a faculty advisory committee was appointed to work with the director of the dissemination project. The committee decided that a separate degree was desirable, non-graded credit for prior learning should be awarded, and the directed study option should be expanded in the proposed program. A Directed Study Agreement Handbook was developed, and the policy was established that faculty members directing independent studies should receive overload compensation. Eight months after the committee was formed, the Adult Degree Program, leading to a new degree--the Bachelor of Liberal Studies, was established. (YLB)

ED 250 520 CE 040 045

SPONS. AGENCY- Wisconsin Univ., Madison, Univ. Extension.
PUB DATE- Dec 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Adult Programs; Classification; Continuing Education; Definitions; *Educational Demand; *Educational Needs; Educational Planning; Individual Needs; Literature Reviews; *Needs Assessment; Program Development

Monette divides the definitions of needs into four categories. Basic needs are caused by a deficiency and lead to gratification-seeking behavior. Felt needs are self-defined wants or desires which, when expressed, suggest an unmet need and a means of gratification or imply ultimate goals. A normative need refers to a deficiency between the present state of affairs and some criterion. Comparative needs arise when an individual or group is not receiving a service others in a similar situation are receiving. Different types of needs have been identified, including motivational and prescriptive, felt and expressed, and subjective and objective. Scissons proposes a typology of educational need based on three need components (reliance, competence, and motivation) and two categories (wants and complex needs). Methods of assessing educational needs include Tuomisto's social demand method, investment in educational method, and manpower method and McKinley's individual self-fulfillment models and system discrepancy models. Adult educators generally use the terms "need" and "demand" synonymously, but the existence of an educational "need" may not necessarily imply the existence of "demand" for education. Neoclassical theory of consumer behavior can be used to show that demand for continuing education arises when the student participates in the continuing education program. (YLB)

ED 250 534 CE 040 072

Sparks, Linda J.
Career Advancement Training: A Project to Provide Career Information and Services to Women Interested in or Training for Non-Traditional Vocational/Technical Occupations. Final Report from July 1, 1983 to August 31, 1984.
Daytona Beach Community Coll., FL.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of

mainstream employees in periods of economic recessions and high unemployment intervals in a peace-time economy. On the other hand, the United States has expanded its vocational-technical schools and colleges to the point that they can respond in a significant way to mass layoffs caused by plant reductions and closures. Area schools and community colleges have the staff, facilities, and administrative experience to provide high-quality, job-oriented training that can be tailored to suit the needs of displaced workers. A stronger partnership between industry, labor, and public education institutions will enable them to pool resources and provide flexible, responsive, and cost-effective retraining programs. (KC)

ED 250 546 CE 040 093

Adams, William H.

Learning and Employment Opportunities for Adult Learners with Special Needs.

PUB DATE- 1 Dec 84

NOTE- 30p.; Paper presented at the American Vocational Association Convention (78th, New Orleans, LA, December 1, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Basic Education; *Adult Students; *Career Counseling; *Disabilities; *Employment Potential; *Exceptional Persons; Job Skills; *Job Training; Learning Disabilities; Mental Retardation; Outcomes of Education; Physical Disabilities; Postsecondary Education; Program Effectiveness; Program Implementation; Program Improvement; Vocational Education

IDENTIFIERS- New Jersey (Salem County)

A program for adult learners with special needs has been conducted in Salem County, New Jersey, for five years. The program was created under a Public Law 94-482 grant and since has been supported by a Department of Human Services grant, by various services clubs, and by the local board for vocational education. The program has three phases. In phase one, a two-segment continuing education option is offered in which participants are provided with individual and small group counseling, vocational assessment, and prevocational training. The second phase of the program involves the participation of clients in selected vocational skill training courses along with relevant support

NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Awareness; *Career Counseling; *Career Guidance; *Counseling Techniques; *Counselor Training; Definitions; *Disadvantaged; Educational Needs; *Emerging Occupations; Evaluation Methods; Inservice Education; Job Analysis; Needs Assessment; Postsecondary Education; Profiles; Questionnaires; Secondary Education; Student Characteristics; Student Evaluation; Workshops
IDENTIFIERS- Special Needs Students

A project was conducted to plan and conduct a one-day workshop to assist counselors in providing vocational guidance to disadvantaged students. The objectives of the workshop, which was held by the Department of Vocational Education of the University of Pittsburgh, were as follows: to generate awareness of new and emerging occupations and occupational skills; to develop awareness of the relationship between academic preparation and occupational training; to enable vocational guidance and counseling personnel to relate the interests, aptitudes, and needs of disadvantaged students to meaningful occupational preparation; and to provide vocational guidance and counseling personnel with an organized series of personal experiences and printed materials to help them to provide incentive-engendering counseling to disadvantaged students. (This project report includes the workshop agenda, a discussion of the definition and characteristics of disadvantaged learners, criteria for developing a learner analysis profile and a sample profile, a disadvantaged learner characteristics rating scale, excerpts from a guide on career exploration, detailed procedures for analyzing occupations, an occupational perceptions worksheet, a workshop exit evaluation, and a summary of responses to the exit evaluation.) (MN)

ED 250 561 CE 040 137

Vernon, Valerie J.
Vocational Education for Limited English Speaking Students: A Handbook for Educators.
Temple Univ., Philadelphia, PA. Dept. of Vocational Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

Educational Needs; Equipment; High Schools; Job Analysis; Job Training; Learning Activities; Occupational Clusters; Occupational Information; Office Occupations; *Office Occupations Education; Program Administration; Program Implementation; Recordkeeping; Secretaries; State Curriculum Guides; Student Evaluation; Teaching Methods; Vocational Education; Word Processing
IDENTIFIERS- *Oregon

This guide is intended to help vocational teachers design and implement a cluster program in office occupations (clerical and secretarial, including word processing). The guide suggests teaching ideas for a program aimed at high school students, as well as those wishing to enter community college, university, or apprenticeship programs. To develop this curriculum guide, key occupations were identified, common core competencies for the clerical and secretarial cluster areas were determined, and the appropriate activities and resources were selected. The guide contains three sections. The first section describes the office occupations cluster organization and implementation, including goal-based planning, schedules, suggested courses, and program operation and management. The second section explains the instructional emphasis area, including suggested program goals and topics to be covered. A curriculum analysis matrix is provided. The final section of the guide covers student assessment. Appendixes to the guide include the following: Oregon manpower data; key occupation job descriptions; facilities, equipment, and supplies; and an office occupations skills record. (KC)

ED 250 573 CE 040 167

Middle School Industrial Arts. A Guide for Teachers.
Oregon State Dept. of Education, Salem.
PUB DATE- 83
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Course Content; *Course Organization; *Curriculum Development; Educational Needs; Educational Objectives; Educational Planning; Educational Resources; *Industrial Arts; Learning Activities; *Middle Schools; State Curriculum Guides; Student Characteristics; Student Needs; Trade and Industrial Education; Units of Study; Vocational

good outcomes, however. (Author)

ED 250 587 CG 017 786

Meyer, Ann Jane
Self-Perceived Milestones in Aging.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Age Differences; Aging (Individuals); *Developmental Stages; Perception; Perspective Taking
IDENTIFIERS- *Life Events

Theorists and researchers have developed abstract divisions in the life span to mark significant stages. To explore the conceptual labels individuals use to make divisions in their life spans, 92 adults, aged 20 to 55 years, marked significant milestones on a lifeline. Participants also completed a demographic questionnaire. Data on the labels used and the frequency of responses were tallied. An analysis of the results showed that subjects did not employ the age periods or conceptual stages derived by researchers but instead used events or milestones that fell into four social categories: school, marriage, children, and career/jobs. Subjects used significantly more milestones from their past than their future. The age of the respondent was not reflected in the number of milestones used but rather in the distribution between past and future. These findings suggest that the subject's perspective may be useful in understanding changes in adulthood. (BL)

ED 250 588 CG 017 787

Englander-Golden, Paula; And Others
Say It Straight: Adolescent Substance Abuse Prevention Training.
SPONS. AGENCY- Oklahoma State Dept. of Mental Health, Stillwater.
PUB DATE- Aug 84
NOTE- 19p.; A brief version of this paper was presented at the Annual

the nature of the achievement domain than by sex. These findings suggest that elaboration and incorporation of the concept of domain should be included in cognitive models of achievement. (Author/BL)

ED 250 602 CG 017 801

Wendler, Cathy L. W.
Examining the Dimensionality of Self-Concept Using the Piers-Harris.
PUB DATE- Aug 84
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; Factor Analysis; *Self Concept
IDENTIFIERS- *Piers Harris Childrens Self Concept Scale

The existence of a general construct of self-concept has been well documented and generally accepted. To examine the multidimensionality of self-concept, 485 school age children (248 females, 237 males) completed the Piers-Harris Children's Self-Concept Scale, which included an assessment of six subareas: behavior, intellectual and school status, physical appearance and attributes, anxiety, popularity, and hapiness and satisfaction. The responses were factor analyzed using a hierarchical factor analysis procedure. Results indicated the presence of a general, dominant factor of self-concept. In addition, several secondary factors emerged, providing support for the multidimensionality of the general construct of self-concept as measured by the Piers-Harris. (Author/BL)

ED 250 603 CG 017 802

Auerbach, Carol B.
Anger in the Family: Effective Coping Strategies.

psychopathy. While none of the information in the profiles of the 12 juvenile criminals is generalizable, these data can provide judges with important background information on which to base sentencing decisions. Future research should examine the usefulness of the information to the judges. (BL)

ED 250 617 CG 017 816

Ware, Mark E.
Developing Strategies for the Job Search.
PUB DATE- Aug 84
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; Career Counseling; *Career Development; *College Curriculum; College Students; Employment Opportunities; Higher Education; *Job Search Methods; Psychology
IDENTIFIERS- Creighton University NE

This paper describes a career development course at Creighton University, which was designed to meet the needs of psychology majors. The course follows a three dimensional model consisting of increasing students' knowledge about themselves, their knowledge about the world of work, and their knowledge about job search skills. The course employs traditional lecture format, small group discussion, written assignments, videotaped programs, audiotaped materials, career inventories (the Self-Directed Search and the System for Career Decision Making), and skill development tasks. Grading is based on examinations and class participation. Career development opportunities for psychology majors is emphasized, including exploration of further professional training. (BL)

ED 250 618 CG 017 817

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
PUB DATE- 19 Mar 84
NOTE- 100p.; Some pages are marginally legible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Services; *Delivery Systems; Educational Gerontology; Federal Aid; Hearings; *Home Programs; *Human Services; *Older Adults; Private Financial Support; Voluntary Agencies
IDENTIFIERS- Congress 98th; Meals on Wheels; *Older Americans Act 1965; Reauthorization Legislation; South Carolina

This document provides the transcripts from the Congressional hearings on the reauthorization of the Older Americans Act. Opening statements from Representatives Butler Derrick and Mike Synar are presented. Testimony of 19 directors of state and area agencies on aging, Meals on Wheels, Green Thumb, and the American Association of Retired Persons is presented. Topics covered include the need for reauthorization of the Older Americans Act, and public and private agencies that provide services to the elderly in South Carolina. Funding and regulatory issues are discussed. The needs of the people and the need for educational gerontology programs are reviewed. Nineteen letters and statements are included in the appendix. (JAC)

ED 250 633 CG 017 835

Wiggers, T. Thorne
Dealing with the Manana Syndrome: Some Strategies Using Cognitive, Behavioral, and Art Therapy Techniques.
PUB DATE- 24 Aug 84
NOTE- 21p.; Paper presented at a panel "Procrastination and University Students: Theories and Programming" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Therapy; *Behavior Modification; *Cognitive Restructuring; College Students; Counseling Techniques; Graduate Students; Group Therapy; Higher Education; Imagery; Program

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Counseling Techniques; Counseling Theories; *Family Counseling; *Family Problems; Family Relationship; *Marriage Counseling

This information analysis paper is based on a computer search of the ERIC database from November 1966 through March 1984, and on pertinent outside resources related to marriage and family counseling. A brief historical perspective of the field of marriage and family counseling is provided, and the differences and overlaps between family, individual, and marriage therapy are highlighted. Major theoretical perspectives, their effects on marriage and family counseling, and the integration of competing approaches are discussed. Several types of marriage and family counseling are clarified, including conjoint counseling, group counseling, multifamily group counseling, structured modalities, homebased counseling, premarital counseling, and sex therapy. Issues, such as alcoholism, divorce, problems of dual career couples, chronic illness and death, and family violence are discussed. Emerging trends and future directions in marriage and family counseling are indicated. A printout of the computer search is provided, including bibliographic citations and abstracts. (JAC)

ED 250 648 CG 017 912

Myers, Jane E.

Counseling Older Persons. Searchlight Plus: Relevant Resources in High Interest Areas. 58+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 84

NOTE- 223p.

CONTRACT- 400-83-0014

AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Counseling Techniques;

PUB DATE- 18 Oct 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; College Students; Developmental Studies Programs; Higher Education; *Program Effectiveness; *Program Evaluation; Reading Instruction; *Reading Programs; *Reading Research; *Student Attitudes; Study Skills; Surveys

Seventy-four students from basic reading courses were surveyed to determine if the courses helped them with the reading and studying they had to do in other areas. In addition, 58 "regular" students were asked to assess their reading abilities and reading and study skills needs. Results indicated that most basic reading students were satisfied with their courses. In general, they found the courses to be helpful in the classes they later took, and found the courses to be more useful than labs. In terms of skills taught, students indicated that vocabulary, summarizing, reading for main idea, and dictionary work were the most valuable. Many students expressed the desire to take additional reading courses (advanced reading and speed reading) and workshops. Regular students expressed similar desires for opportunities to improve their reading skills and get help with their assignments--in spite of the fact that the majority of these students rated themselves as good or excellent in most reading and study skills. Skills in which more than 15% of the regular students rated themselves as fair or unsatisfactory were (1) taking lecture notes, (2) using Latin and Greek affixes, and (3) library research. (Copies of the survey instruments are appended.) (FL)

ED 250 663 CS 007 824

Neufeld, Karen
Computer Competencies for Reading Teachers.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; Minimum Competencies; Programing;

linguistic scholarship, but also with curricular matters, teaching procedures, and such professional concerns as teacher load and censorship. Each year several hundred authors contribute to NCTE's professional journals. It also publishes a varying number of books and pamphlets, and its affiliates publish numerous additional journals, pamphlets, and books. Teachers who prefer talking to writing have an excellent opportunity to do so at affiliate conferences and NCTE conventions; over the years, between 25,000 and 30,000 persons have had spots on NCTE convention programs. Throughout its history, NCTE has encouraged young teachers, previously silent teachers--all teachers--to think constructively about their profession, to study some part of it in detail, and to speak or write about their thoughts and findings. (HTH)

ED 250 678 CS 207 883

Burton, Dwight L.
The NCTE and the Teaching of Literature.
PUB DATE- 21 Nov 82
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982). For related documents, see CS 207 881-884.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Literature; Aesthetic Education; Censorship; Childrens Literature; *Educational History; *Educational Philosophy; Elementary Secondary Education; *English Curriculum; *English Instruction; *Literature Appreciation; *Professional Associations; Reader Response
IDENTIFIERS- *National Council of Teachers of English; Reader Text Relationship

Throughout its history, the National Council of Teachers of English (NCTE) has addressed the question: How can literature be fully revealed to students at all educational levels? In answering this question, NCTE has (1) clarified the rationale and objectives for teaching literature, with a view to reconciling concepts of literature as both an intellectual discipline and an avenue to personal and social understanding; (2) directed literature study toward individual transactions with texts, and studied the patterns of those transactions or responses; (3) combatted censorship and clarified issues and assumptions underlying attempts at censorship;

Secondary Education; Evaluation Methods; *Holistic Evaluation; *Scoring; *Test Reliability; Writing (Composition); *Writing Evaluation
IDENTIFIERS- *Analytical Scoring; ERIC Digests; *Primary Trait Scoring; Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest explores approaches to, problems with, and trends in large scale writing assessment. The digest first compares direct and indirect assessment approaches, then examines three approaches to scoring: holistic, primary trait, and analytic. It then discusses issues and problems surrounding the reliability and validity of the scores generated by such assessment. Finally, the digest examines trends characterizing large scale writing assessment. (HTH)

ED 250 692 CS 208 648

Auten, Anne
How to Find Good Computer Software in English and Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 12p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *English Instruction; *Information Sources; Instructional Materials; *Language Arts
IDENTIFIERS- ERIC Digests; *Software Reviews; Theory Practice Relationship

Intended for administrators and policy makers as well as teachers, this digest identifies for prospective purchasers various sources that offer reviews of educational computer software for English and the language arts. Following an introduction, the first section of the digest discusses content-specific as well as general educational computing subscription publications. The next two sections examine help available from professional associations and consortia services. The fourth section explores online sources for

Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 84

NOTE- 14p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Discourse Analysis; Distinctive Features (Language); Doctoral Dissertations; Elementary Secondary Education; English; Grammar; Higher Education; Interaction; *Language Acquisition; *Language Aptitude; Language Processing; *Language Research; *Language Usage; Linguistics; *Linguistic Theory; Metaphors; Narration; Poetry; Reading Comprehension; Semantics; Structural Analysis (Linguistics); Syntax

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 32 titles deal with a variety of topics, including the following: (1) textual relations within the written and spoken modes; (2) the construction of stance in conflict narrative; (3) the relational base theory of phrase structure; (4) the structure and function of "one"-anaphora in English; (5) the relevance of focus and ground in semantic analysis; (6) the formal grammar of switch-reference; (7) lexical representations and the semantics of complementation; (8) the semantics of English spatial prepositions; (9) aspects of poetic metaphor; (10) self-creating narrative in film and fiction; (11) play and language in premature infants; (12) the subject and infinitival complementation in English; (13) aspect, word order, and voice; (14) the intelligibility of political metaphors; (15) language in oral histories; (16) a grammar of the English comparative; (17) pitch-prosody patterns in three-, four-, and five-year-old children; (18) linguistic representation and the determinacy of sense; (19) models of gap-location in the human language processor; and (20) the effect of pictures on word acquisition and comprehension in beginning reading. (FL)

ED 250 709 CS 208 669

Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ED 250 722 CS 504 720

Dick, Robert C.
Developing a Graduate Program in Applied Communication for an Urban Community.
PUB DATE- 25 Oct 84
NOTE- 12p.; Paper presented at the Meeting of the Indiana Speech Association (West Lafayette, IN, October 25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graduate Study; Higher Education; Interdisciplinary Approach; *Masters Degrees; *Organizational Communication; Program Content; Program Descriptions; *Program Development; Speech Communication; *Telecommunications
IDENTIFIERS- *Applied Communication

The overall structure of the proposed Master of Arts Degree in Applied Communication at Indiana University (Indianapolis) is interdisciplinary, in order to meet the many applied duties and functions of communication specialists, with special attention to be given to organizational communication and telecommunications. Each student will be required to take six semester hours of applied communication theory and research. Eighteen to 24 additional graduate hours are elected in the department of communication and theatre, with 6 to 12 more hours from areas outside the department. Still other areas to be complemented by the program include allied health sciences (for which there will be an upper division course in health communication), engineering and technology (with which some undergraduate telecommunication courses will be cross listed), public and environmental affairs, social work, and education. In addition the program is designed to enhance ongoing professional careers, that is, people already in positions, adult learners. Another advantageous feature is that the graduate program will conform closely to the objectives and general theme of the undergraduate curriculum. Although a concern has been expressed by those who feel that broad, liberal, humanistic training is pushed aside in such a proposal by those who promote practical job-related skills, the proposed program will be rigorous and demanding and will feature the critical thinking dimension that the graduate school says should be inherent in any graduate degree. (HOD)

Education; *Radio; *Reading Aloud to Others; *Speech Communication; *Speech Instruction; Speech Skills; Student Attitudes; Student Evaluation; *Teaching Methods; Two Year Colleges
IDENTIFIERS- Vocal Qualities

A community college basic speech instructor found that having students read public service announcements (PSAs) from various nonprofit organizations is a novel and beneficial way for them to experience the oral reading phase of the introductory speech course. Students chose one of three PSAs to read on the college radio station. The readings were recorded for the student and graded by the instructor from an office outside the broadcast booth. The radio audience was receptive to the rapid succession of "commercials," and students were uninhibited by the microphone. The radio reading proved to be particularly advantageous for the apprehensive students since the audience was invisible. The instructor was able to judge the students' vocal quality more accurately when screened from sight of the speaker. The evaluations were also more accurate because the microphone picked up the subtleties in the students' vocal patterns that had not been evident in the classroom. An alternative radio station in the form of a portable reading carrel and a tape recorder with a microphone can serve the same purpose, by allowing students to read without facing a visible audience and allowing the instructor to grade the students' vocal style without watching their physical delivery. (A sample PSA is included.) (HTH)

ED 250 738 CS 504 747

Jensen, Marvin D.
Communication Aspects of Hospice Care.
PUB DATE- Mar 84
NOTE- 19p.; Paper presented at the Conference on Communication Therapy (Clear Lake City, TX, March 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Death; Health Personnel; *Interpersonal Communication; *Interpersonal Relationship; *Nonverbal Communication; Nursing; Self Expression; *Speech Communication
IDENTIFIERS- *Hospice Care

No theories of communication can minimize the crisis of dying. But pressure and isolation this situation generates is to join a professional group such as the Small College Committee of the Speech Communication Association. This committee provides its members with a network of colleagues with whom to interact, share ideas, and so on. This approach appears to work, but it is difficult to demonstrate it clearly and objectively. Research is needed to define small college speech departments, to gather objective data on their programs and their faculties, and to assess the progress of both so that professional organizations know how to respond to their members' specific needs. Monitoring of 25 colleges and universities in the midwest has provided some answers and has suggested some other areas where help is needed. (Extensive tables containing general information about the schools monitored, detailed data about their speech and drama faculty and curricula, and a copy of the questionnaire used to gather information are included.) (RBW)

ED 250 752 CS 504 764

Manchester, Bruce B.; Friedley, Sheryl A.
Consistency vs. Diversity in Tournament Events: A Survey of Coaches and Competitors.
PUB DATE- Nov 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Competition; *Debate; Faculty Advisers; Higher Education; Speech Communication; Student Attitudes
IDENTIFIERS- Debate Coaches; *Debate Formats; *Individual Events Competition

Noting the diversity in the nature and format of individual events in debate tournaments, a study surveyed the reactions of individual events coaches and students to the events offered at tournaments, the descriptions, and the time limits. Thirty-one coaches and 71 students from colleges and universities in the eastern United States responded to a set of comparison statements addressing three primary areas of consistency versus diversity in individual events: (1) tournaments offering both national and nonnational events versus those that offer only national events, (2) a nationally accepted description of events versus descriptions developed by

ED 250 766 EA 017 236

Marshner, Connaught, Ed.
A Blueprint for Education Reform.
Free Congress Research and Education Foundation, Washington, DC. Child and Family Protection Inst.
REPORT NO.- ISBN-0-89526-823-X
PUB DATE- 84
NOTE- 306p.; For individual chapters, see EA 017 237-248.
AVAILABLE FROM- Publication Sales, Free Congress Research and Educatoin Foundation, 721 Second Street, N.E., Washington, DC 20002 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Education; Citizenship Education; Discipline; *Educational Change; Educational Experience; *Educational Improvement; Educational Vouchers; Elementary Secondary Education; Home Schooling; Parent Influence; Parent Rights; Political Influences; Political Socialization; Private Education; *Public Education; School Choice; School Effectiveness; School Entrance Age; Teacher Education
IDENTIFIERS- Pluralism

In a continuation of the national debate over education reform, the 14 contributors to this book outline several approaches to reform, address a variety of current education issues, and relate parent and teacher perspectives on education. An overview by President Ronald Reagan of education reform issues is provided, followed by chapters on the importance of parental rights in schooling and the need to bring pluralism to public education through the parents' right of school choice and the elimination of majority control of school policy. Other chapters discuss the lack of classroom discipline, the need for teacher training reform, the politicization of the classroom by means of the curriculum and by teachers, the need to revitalize citizenship education, the conclusions of effective schools research, the case for a federal voucher program, issues in the educational progress of black people, the advantages of home education and delayed schooling, the grassroots parent-based effort to reform public education, and the life experiences and observations of a teacher. (DCS)

DESCRIPTORS- *Adoption (Ideas); Consultants; *Diffusion (Communication); Educational Improvement; Educational Innovation; *Educational Practices; Elementary Secondary Education; Factor Analysis; *Information Dissemination; Instructional Improvement; *Linking Agents; Occupational Information; Program Implementation; Tables (Data); Validated Programs
IDENTIFIERS- *Facilitators; National Diffusion Network; *Study of Dissemination Efforts Support Sch Improv

The Dissemination Efforts Supporting School Improvement (DESSI) study examined the adoption or development and implementation in 146 schools in 10 states of 61 practices that were part of 4 federal or state programs. Local schools in the study sample were asked to identify those individuals (facilitators) who had helped them with a particular new practice. Based on data collected from 96 external and 78 local facilitators, this paper describes the distribution of facilitators by program and by site; looks at the general patterns of facilitator assistance; examines the activities included and emphasized in the assistance given by facilitators; and discusses the variation in certain outcome variables when different assistance configurations are present. Findings show that the sheer presence of facilitators in local sites attempting change is striking: of 146 local schools in the study sample, only 17 did not nominate either an external or a local facilitator. Assistance given by facilitators formed nine clusters of activity: (1) initiation/awareness, (2) support of teachers, (3) administrator adoption preparation, (4) teacher adoption preparation, (5) materials, (6) implementation specifics, (7) evaluation, (8) continuation/diffusion, and (9) allocating financial resources. Accompanying the text are 14 data tables. (MLF)

ED 250 781 EA 017 286

Shulman, Myra
The Collective Bargaining Process: From Certification to Contract Ratification.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Bargaining; *Contracts; English (Second Language); Higher Education; Private Colleges; Seniority; *Teacher Salaries; *Unions; Wages; *Work Environment

court cases involving teacher dismissals resulting from sexual and sexually related conduct. The first category considered is homosexual conduct with nonstudents. Little consensus has developed in courts over whether private practice or public advocacy of homosexuality renders teachers unfit to teach. The second category, heterosexual conduct with nonstudents, reviews dismissal cases arising from adultery (which has generally been accepted by courts as grounds for dismissal) and illicit cohabitation or out-of-wedlock pregnancy (which have not). The third category of cases involves sexual conduct with students or minors, which courts have consistently upheld as grounds for teacher dismissal, because of its adverse effect on the teacher-student relationship. Aside from misconduct with students or other minors, however, immoral conduct must be shown to adversely affect job performance in order for courts to sustain teacher discharge. (TE)

ED 250 795 EA 017 302

Donovan, Brian F.
Power and Curriculum Implementation: A Case Study of an Innovatory Mathematics Program.
PUB DATE- Apr 84
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Innovation; Elementary Secondary Education; Ethnography; Foreign Countries; *Marxian Analysis; *Mathematics Instruction; Power Structure; Social Class; Social Control; Social Differences; Social Discrimination; *Social Influences; Socialization; Sociocultural Patterns
IDENTIFIERS- Australia (Melbourne); Australia (Victoria)

A case study was made of the implementation of an innovative measurement program. In this instance, curriculum implementation was seen as a process in pedagogical, occupational, and sociocultural contexts in which social groups with unequal power, and in contradictory ways, contended for control. "Beyond academic achievement" emerged as a theme underlying the knowledge being distributed by the school. Six subthemes are analyzed: (1) the service directors from financially sound districts are to be sent for 3-day visitations to analyze operations in targeted schools, using an onsite survey instrument A final report is to be prepared by the consultant, based on the results of the survey analysis, in conjunction with the state office. A sample report, issued to prospective consultants, is described. (TE)

ED 250 808 EA 017 316

McKean, Robert C.; And Others
Benefits and Problems of Early Retirement for Teachers and Administrators.
PUB DATE- 83
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Houston, TX, March 5-8, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Early Retirement; Elementary Secondary Education; Employment Practices; Midlife Transitions; Personnel Policy; *Preretirement Education; Questionnaires; *Retirement; Surveys; Teacher Attitudes; *Teacher Retirement; Work Life Expectancy
IDENTIFIERS- Colorado

This study investigated several aspects of early retirement (prior to age 65) as reported by a selected group of Colorado educators from two large districts, one using the state system and the other its own local system of early retirement. Early retirees from these districts were surveyed by means of a three-part questionnaire: part 1 gathererd demographic data on the respondents; part 2 consisted of five multiple-choice questions; and part 3 consisted of three open-ended questions. Findings are reported for each question of parts 2 and 3, with accompanying tables showing distribution of responses. Preliminary analysis of the data suggested nine implications: (1) early retirees are generally pleased with their decision; (2) special incentives for early retirement are likely to succeed; (3) recent changes in schools have increased the likelihood of early retirement; (4) educators are likely to find productive and satisfying uses of retirement opportunities; (5) early retiring educators share concerns of most retirees about financial problems and adjustment difficulties; (6) district preretirement programs should be expanded; (7)

PUB DATE- 15 Nov 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 1984). Portions of text may reproduce poorly due to faint print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Extracurricular Activities; *Fund Raising; *Principals; Property Taxes; Public Schools; *School Funds; State Surveys
IDENTIFIERS- *Tennessee

Most school systems in Tennessee raise additional revenue for instructional and extracurricular activities through fund raising projects and voluntary student fee collections. Responses to a questionnaire by 129 principals (from a sample of 15) were analyzed to determine the extent, diversity, and results of fund raising activities and fee collections. Approximately 90 percent of the responding principals indicated that fund raising was practiced in their schools. The most popular fund raising activity reported was student picture sales (87 percent), followed by sweets sales, carnivals, and entertainment. Academic programs receive 65 percent of the funds and extracurricular programs 35 percent. The amount of funds collected ranged from $5,000 to $100,000 annually, with the average of $25,000. Eliminating fund raising activities and increasing taxes were favored by 84 percent of the principals. However, local property taxes would need to be increased by almost 14 percent to compensate for lost revenue should fund raising and fee collection be eliminated. (MLF)

ED 250 822 EA 017 335

Reitman, Sanford W.
American Educational Messianism: A View from a Nation Under Siege.
PUB DATE- 9 Nov 84
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Studies Association (San Francisco, CA, November 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cross Cultural Studies; Educational Change; *Educational Objectives; Elementary Secondary Education; Foreign Countries; *Politics of Education; *Public Schools; *School

in developing a tutoring program and preparing tutors. Training goals are listed in terms of the development of ten skills: put the learning partner at ease, clarify the learning expectation, show the learner how to verify answers, direct the learner on response procedures, provide feedback contingent on responses, help the partner to verify the response, avoid punishment, provide verbal praise when appropriate, provide tangible rewards when appropriate, and evaluate all elements of mastery on designated problems. Implications for special educators are discussed, and references and recommended readings are appended. (JW)

ED 250 837 EC 170 871

Zdunich, Louise
Summer Programs for the Severely Handicapped. Summary.
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE- May 84
NOTE- 18p.; For interim evaluation and evaluation reports, see ED 248 676 and ED 249 758.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Change; Elementary Secondary Education; *Program Effectiveness; *Severe Disabilities; *Summer Programs
IDENTIFIERS- Alberta

The report summarizes an evaluation of the effects of summer programs on the behaviors and skills of 186 severely handicapped children. Programs were categorized by their orientation and by their length, resulting in five groupings: (1) 6-week high structure (educational skill and behavior goal-oriented), (2) medium structure (mixed recreational and educational), and (3) low structure (recreational) programs, as well as (4) short programs (2-4 weeks duration), and (5) no program groups. Analysis of scores on the Inappropriate Behaviors Observation Checklist (developed for the study) and teacher ratings of basic skills revealed evidence of retention and improvement in Ss from the more highly structured programs which emphasized skills and behaviors, when these were measured immediately following programs. Positive effects were maintained midyear for skills but not for behaviors. For recreational programs which did not focus on skills and behaviors, there was regression in behaviors immediately following summer programs, but the losses were reversed at midpoint in the subsequent school year. Although more Ss from all programs retained administrative assistant working in an insurance agency. Representative forms provided include an employee application test, client personal data and insurance coverage data, premium forms, rough drafts of reports, accident and claim forms, drafts of mailouts, accounting forms, petty cash records and forms, sample follow-up letters, and expense report forms and data. (MN)

ED 250 452 CE 039 873

Eads, Freeman D.; And Others

Technical Communications I. Instructor Edition. Post-Secondary Vocational-Technical Level.

Arkansas Univ., Fayetteville.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

PUB DATE- Jul 83

NOTE- 314p.; For related documents, see CE 039 874-878. Printed on colored paper.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Communication Skills; Employment Patterns; Grammar; Guidelines; Instructional Materials; Job Skills; Learning Activities; Letters (Correspondence); *Listening Skills; Postsecondary Education; *Reading Skills; *Speech Skills; Spelling; State Curriculum Guides; Teaching Methods; *Technical Education; Telephone Usage Instruction; Vocabulary Development; Vocational Education; *Writing Skills

IDENTIFIERS- Arkansas; *Technical Communication

This instructor's guide consists of materials for use in helping students enrolled in postsecondary vocational or technical education programs to master technical communications skills. Addressed in the 13 individual units of the guide are the following topics: speaking skills (telephone usage/conversation and informal speech preparation); listening skills (communication obstacles and oral presentations); reading skills (manuals, newspapers, visual aids, and technical vocabulary); and writing skills (spelling, correct grammar, punctuation, paragraph construction, and personal business letters). Each unit contains some or all of the following components: a unit objective, specific performance objectives, suggested activities for the instructor, a list of references,

NOTE- 191p.; For related documents, see CE 039 895-899. Developed in cooperation with Merged Area XV High Schools.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Architectural Drafting; *Articulation (Education); College School Cooperation; *Competence; *Competency Based Education; *Course Content; Curriculum Development; Curriculum Guides; *Drafting; Educational Mobility; Educational Planning; Educational Policy; Engineering Drawing; Institutional Cooperation; Job Analysis; *Job Skills; Occupational Information; Program Content; Secondary Education; Student Evaluation; Task Analysis; Technical Occupations; Transfer Policy; Two Year Colleges; Vocational Education

This document is a competency-based curriculum guide designed to promote articulation in drafting programs between and among secondary and postsecondary institutions in the Indian Hills Community College and Merged Area XV high schools in Iowa. The guide is organized in 12 sections. The first six sections provide background information about the articulation project, the audiences served and competencies developed, testing procedures, and provisions for transfer of credits. Sections VII and VIII, which make up the greater part of the document, detail the 34 competencies needed for entry-level drafters and the enabling tasks needed to become proficient in the competencies. Each competency consists of three parts that, when used in combination, provide a detailed outline of major tasks that a student must accomplish to reach one or more previously stated student outcomes. The three parts are the task that the student must accomplish, the conditions under which the student must demonstrate the skills, and standards of acceptable performance. Information sheets illustrated with line drawings are included in the competency statements. The final four sections of the guide are comprised of a class record list and a student competency record keyed to competencies, job titles with relevant competencies, and a glossary of terms used in the drafting curriculum. (KC)

ED 250 466 CE 039 895

Poli, Linda; And Others
Secretarial/Clerical Occupations. A Competency Based Articulated Curriculum.

Curriculum Development; *Daily Living Skills; Educational Needs; Educational Strategies; *Fused Curriculum; Guidelines; Individual Power; Models; *Problem Solving; Program Development; Program Implementation; Secondary Education; Teaching Methods; Technological Advancement; *Vocational Education
IDENTIFIERS- Illinois

A project was conducted to develop a model, strategies, and procedures for introducing change skills instruction into vocational programs. During the course of the year-long project, the following were to be accomplished: development and presentation of a conceptual model that provided a rationale for introducing change skills instruction into vocational programs; identification, organization, and introduction of strategies for teaching change skills; identification of procedures for teaching change skills in vocational programs; production of a technical and final research report; and production of a report for the National Center for Research in Vocational Eduication that was to synthesize the strategies and procedures for teaching change skills in vocational programs. Deliverable products of the project include three quarterly reports, a final report entitled "Strategies and Procedures for Introducing Change Skills Instruction into Vocational Programs," a technical report entitled "Adapting to Technological Change," and an article entitled "Basic Skills for Work and Living: A Model for Self-Empowerment." The appendix contains two studies: "Tentative Framework for Incorporating Problem Solving into Vocational Curricula," by Joseph S. Karmos, et al. and "Business' Perspective of Basic Skills," by Denis A. Junge, et al. (Two-thirds of this report contains tentative frameworks for transition skills training in vocational curricula and for incorporating problem solving into vocational curricula.) (MN)

ED 250 479 CE 039 939

Wright, Calvin E.; And Others
A Model to Facilitate the Utilization of Exemplary Vocational Education Programs and Materials for Special Needs Populations.
Educational Evaluation and Research, Inc., Menlo Park, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 84
NOTE- 59p.
CONTRACT- 3-3-752-13
LANGUAGE- English

Shain Associates, Atlanta, GA.
SPONS. AGENCY- Georgia State Univ., Atlanta. Dept. of Vocational and Career Development.
PUB DATE- 1 Sep 83
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; Computer Graphics; Computer Oriented Programs; *Computers; Computer Software; Databases; Data Processing; Electronics; Information Dissemination; *Instructional Materials; Instrumentation; Microcomputers; Programing Languages; Robotics; Secondary Education; *Technical Education; *Technological Advancement
IDENTIFIERS- Georgia

This catalog was prepared for the Department of Vocational Career Development of Georgia State University as a supplementary manual to its recently developed catalog of courses. It is a survey of available literature on a wide variety of technical subjects formerly not included in traditional vocational or technical education in Georgia. Included in this catalog are capsule reviews of selected texts pertinent to the pilot high-technology program currently being implemented in Georgia. The topics in the catalog are grouped into the following 12 major categories: introduction to computers, digital electronics and technology, operating and database systems, programming languages and techniques, microcomputers and microprocessors, data communications, computer graphics, computer-aided design and manufacturing, robotics, controls and controllers, instrumentation, and advances in shop practice. Each entry consists of title, author, publisher, publication date, price, number of pages, and a short description of the text. A list of publishers and their addresses and telephone numbers completes the bibliography. (KC)

ED 250 493 CE 039 995

Engineering Technology Programs Courses Guide for Computer Aided Design and Computer Aided Manufacturing.
Georgia Univ., Athens. Div. of Vocational Education.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- Aug 83
NOTE- 234p.

and net worth statement, depreciation, enterprise accounting and supplemental records, enterprise budgets, cash-flow planning, farm credit, partial budgeting, marketing, income tax management, and year-end closing of records. (YLB)

ED 250 506 CE 040 017

Theodossin, Ernest

Vocational Education and Training in Denmark. Comparative Papers in Further Education. Number Thirteen.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-907659-28-4

PUB DATE- 84

NOTE- 42p.; Cover pages are on colored paper and will reproduce marginally. For related document, see ED 240 249.

AVAILABLE FROM- Publications, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG, England.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Vocational Education; *Apprenticeships; Dislocated Workers; *Foreign Countries; Job Training; Postsecondary Education; Retraining; Secondary Education; Skill Development; Skill Obsolescence; *Unemployment; *Vocational Education; *Youth Employment

IDENTIFIERS- *Denmark

The most striking general features of the Danish education system are these: a high degree of centralization, learner-centeredness, open access, precisely defined conditions of service for teachers, and virtually non-existent training for educational managers. Education is compulsory for children between the ages of 7 and 16 years. Optional preschool classes are available. At the upper secondary level, education traditionally prepares students for entry to higher education. The Danish vocational education system offers a far more integrated and coordinated national system than does the British. In addition to two- to four-year apprenticeship training, basic vocational education has a prerequisite of nine years of compulsory schooling and lasts between three and five years. Vocational education is organized into eight main fields. Each field involves two parts: a basic year and between two and four additional years. Most fundamental problems in establishing vocational training programs center on the mismatch between supply and demand. Other forms of vocational training include permanent

The Vocational Education Act of 1984. Report Together with Additional and Supplemental Views to Accompany S. 2341. Senate, 98th Congress, 2d Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-98-507
PUB DATE- 7 Jun 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); Disabilities; Disadvantaged; Educational Finance; *Educational Legislation; *Educational Philosophy; *Educational Policy; *Federal Legislation; Federal Programs; Federal Regulation; Federal State Relationship; Hearings; Laws; Minority Groups; Policy Formation; Postsecondary Education; Secondary Education; *State Federal Aid; State Programs; *Vocational Education; Womens Education
IDENTIFIERS- Vocational Education Act 1976; *Vocational Education Act 1984

This document is a report of the U.S. Senate Committee on Labor and Human Resources on the Vocational Education Act of 1984 (S. 2341). The report is organized in nine sections. The first three sections introduce the bill, provide background information on its intent and on the legislation that it was designed to replace (the Vocational Education Act of 1976), and provide a rationale for the new legislation. The fourth section explains the general intents and provisions of the bill; the fifth and sixth sections include statements of the legislation's expected impact on the regulatory process and on families. The seventh section contains an estimate of the cost of implementing the proposed legislation, while the eighth section, the largest section of the report, explains the proposed legislation section by section. Additional and separate views of some committee members are presented in the final section. (The Senate committee recommended passage of S. 2341 and reported it out of committee for consideration by the full Senate.) (KC)

ED 250 521 CE 040 046

Adult Education Act Amendments of 1984. Report to Accompany S. 2496. Senate, 98th Congress, 2d Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Vocational Education.
PUB DATE- 31 Aug 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; *Career Counseling; Career Education; Community Colleges; Displaced Homemakers; *Job Placement; Job Training; *Nontraditional Occupations; Postsecondary Education; *School Holding Power; Sex Discrimination; Sex Fairness; *Student Recruitment; Two Year Colleges; Vocational Education; *Womens Education

The Career Advancement Training (CAT) Project was established to provide career information and services to women interested in nontraditional occupations. General objectives were to increase community awareness regarding occupational stereotyping, women's ability to perform nontraditional jobs, and vocational programs available at Daytona Beach Community College (DBCC); to recruit women for vocational/technical training in nontraditional fields; and to provide nontraditional career information and counseling to women. Other objectives were to increase both the number of women completing nontraditional training programs and the placement rate for women completers. Methods included brochures; presentations to traditional and adult high school, displaced homemaker, and correctional facility classes; individual and group counseling; articles in newsletters and newspapers; mentors in nontraditional fields; contacts with vocational instructors and employers; and resource files on financial aid, child care, community resources, and sexual discrimination and harassment. The CAT Project was effective in establishing a mentor network, increased the number of women completers in nontraditional vocational-technical fields, increased female enrollment in nontraditional programs by an average of 22.4 percent, helped many of the 87.9 percent of female 1983 "nontraditional" graduates who found jobs, increased the number of employers considering and employing women in nontraditional jobs, and provided counseling to 107 women. (Appendixes include articles, photographs, and screening questionnaire.) (YLB)

ED 250 535 CE 040 073

Bromley, Ann; And Others
A Model Program for Sex Equity in Vocational Education. Final Report

services. The third phase of the program involves adult learners with special needs who participate in fulltime vocational-technical training programs. The key element of this option is the identification of skills in which the adult not only has an interest, but also the reasonable chance to acquire those skills necessary for employment. Job counseling and job placement support services are also provided. The program has been serving about 35-50 persons at a time, with a 40 percent job placement rate. Its success has been enhanced by its emphasis on the Sheppard counseling concept to support participants, by an assessment system, and by an employment-assistance program. Problems in the program have stemmed from a changing clientele that is increasingly severely mentally handicapped, lack of transportation for students, and overcoming the identification, location, and motivation problems of the participants. (This report includes a syllabus of the course and information on instructional and assessment materials used.) (KC)

ED 250 547 CE 040 094

Rooze, Gene E.
A Needs Assessment for Training Human Resource Development Specialists.
Texas Tech Univ., Lubbock.
PUB DATE- 4 Sep 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Educators; Competence; *Educational Needs; Employment Qualifications; *Human Resources; Industrial Training; Job Analysis; Job Performance; *Job Skills; Job Training; *Labor Force Development; Needs Assessment; Postsecondary Education; Regional Planning; *Trainers
IDENTIFIERS- Employer Surveys; *Human Resources Professionals; Regional Surveys; *Texas (West)

A study examined the skills required of human resource development (HRD) specialists in western Texas. To gather data for the study, the researcher administered a survey instrument to 66 employers from the western Texas region who were identified as employing 200 or more persons. Of these individuals, 28 returned usable responses. Based on the completed survey instruments, 77 competencies were identified as being important to the job

Bureau of Vocational and Technical Education.
PUB DATE- 84
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Bilingual Education; Bilingual Instructional Materials; *Classroom Techniques; Community Resources; Competence; *Cultural Background; Cultural Traits; *Educational Resources; *English (Second Language); Ethnic Groups; Hispanic American Culture; Hispanic Americans; Indochinese; Instructional Materials; *Limited English Speaking; Secondary Education; Student Welfare; Teaching Methods; Vocational Education

This handbook was developed to assist vocational educators in meeting the needs of the growing Limited English Speaking (LES) population in the regular classroom. The guide is organized in five sections. The first section of the handbook provides a list of needed teacher competencies for teachers of LES students in regular vocational classrooms, while section II gives specific strategies for implementing these competencies. Section III describes sources of instructional support that can be found in the school setting. Cultural background and educational needs of two cultures, Hispanic and Indochinese, are found in Section IV. The final section contains appendices which detail where instructional materials and resource assistance specifically designed for LES students can be obtained. (Bilingual materials are listed in this section.) (KC)

ED 250 562 CE 040 138

Greenan, James P.
Generalizable Mathematics Skills Assessment. User Manual.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 84
NOTE- 154p.; For related documents, see ED 233 223, ED 235 309, ED 248 323, and ED 248 344.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation

Education
IDENTIFIERS- *Oregon

The purpose of this handbook is to help educators in Oregon to provide a quality program in industrial arts for middle school students. The suggestions in this guide may help middle school industrial arts teachers plan activities to develop their students' awareness of technology in our culture and the variety of related careers available to them. The guide is organized in four sections. In the first section, an overview of the program is given, along with background information on industrial arts and the specific needs of middle school students. The second section of the guide describes the middle school curriculum, including goals and content. In the third section, sample outlines for courses are presented for teacher use in developing courses. An interdisciplinary approach is taken in this section. For each course, characteristics of students, student needs, program suggestions, and "thought starters" are given. The final section lists resources such as curriculum guides, information on special needs students, individual course topics, publishers' addresses, journals, and a bibliography that may be of use to educators planning middle school industrial arts programs. (KC)

ED 250 574 CE 040 168

Adult High School Diploma Program Manual.
Oregon State Dept. of Education, Salem.
PUB DATE- 83
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Adult Programs; Adult Students; Community Colleges; Compliance (Legal); *Course Content; Curriculum; Curriculum Development; Educational Certificates; *Educational Legislation; *Educational Planning; *High School Equivalency Programs; Laws; Program Administration; Pupil Personnel Services; State Curriculum Guides; *State Legislation; *State Programs; Student Certification; Two Year Colleges; Units of Study
IDENTIFIERS- *Oregon

This booklet provides information and direction to community college personnel who wish to offer adult high school diploma programs. The various elements needed for the operation and

Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
CONTRACT- OK-200073
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Assertiveness; *Communication Skills; *Drug Abuse; Junior High Schools; Middle Schools; *Peer Influence; *Prevention; Program Effectiveness; Role Playing; Skill Development
IDENTIFIERS- *Say It Straight Prevention Program

Patterns of drug use among teenagers indicate they are highly influenced by peers. To examine the influence of Say It Straight, an alcohol/drug abuse prevention program aimed at teaching adolescents to deal with peer pressure, sixth, seventh and eighth graders (N=509) created and role played situations in which they wanted to say "no" to an offer of alcohol/drugs or to talk to a friend who was "using." Satir's body sculpting was used to illustrate different communication styles and maximize the chance to elicit feelings. Youngsters exchanged information about their feelings as they interacted within role plays and practiced behaviors they found most effective. Every grade showed a statistically significant movement toward assertive attitudes which was not obtained in a control school. Comparing alcohol/drug related school suspensions and referrals for the entire school year showed fewer such incidents in the experimental than in the control schools. A follow-up of school suspensions during the succeeding academic year still found no new "users" among trained youngsters. (JAC)

ED 250 589 CG 017 788

Herr, Edwin L., Ed.; Pinson, Nancy M., Ed.
Foundations for Policy in Guidance and Counseling.
American Association for Counseling and Development, Alexandria, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 232p.
AVAILABLE FROM- American Association for Counseling and Development, Publication Sales, 5999 Stevenson Ave., Alexandria, VA 22304 ($8.00 member; $9.25 non-member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB DATE- 25 Aug 84
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; Counseling Objectives; *Emotional Problems; Family (Sociological Unit); *Family Counseling; *Family Problems
IDENTIFIERS- *Anger

In family counseling, the therapist must take into account the developmental level and contextual framework of the family. Within the family, anger can occur over both intrapersonal and interpersonal issues. The therapist must determine the cause for the anger, how it is manifest, and what it represents. Some possible causes for anger within the family are parenting frustrations, marital difficulties, cross-generational alliances, communication problems, unfulfilled individual expectations, and unrealistic expectations. A two or three dimensional therapeutic intervention, encompassing affect, communication, and education, is necessary to help family members cope effectively with anger. On the affective level, individuals must be assisted in becoming aware of their own and others' coping styles. The communication dimension involves helping family members express their feelings in a constructive and thoughtful way. Education involves both the affective and communication dimensions, in that individuals must learn how to deal with their own anger and with the anger of other family members. (Examples from case studies to illustrate the dimensions are given.) (BL)

ED 250 604 CG 017 803

Biaggio, Mary Kay; Pelofski, Darlene D.
Achievement in Mathematics as a Function of Sex, Sex Role Identity, Self Esteem, and Locus of Control.
PUB DATE- Aug 84
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Engel, John W.
A Comparison of Japanese and American Work and Family Values.
PUB DATE- 18 Oct 84
NOTE- 27p.; The research was supported by the Hawaii Institute of Tropical Agriculture and Human Resources.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Differences; *Employed Women; Foreign Countries; Middle Aged Adults; Mothers; Parent Role; *Sex Role; Social Values; *Work Attitudes
IDENTIFIERS- *Japan; *Work Ethic

In recent years, both American and Japanese people have experienced dramatic changes in the world of work. To compare Japanese and American work ethics and attitudes toward women's employment, Japanese and English versions of the Work/Family Ethic questionnaire were completed by 205 middle-aged Japanese and American adults. An analysis of the results indicated that Japanese respondents, when compared with Americans, preferred large to small organizations, were more group oriented, more patriotic, more loyal to employer and family, and more desirous of leisure time. Compared with Americans, Japanese respondents were more likely to believe that women's place should be in the home, that wives' or mothers' employment might be harmful to marriage or children, and that mothers should not work outside the home when there are children in the family. By contrast, American respondents were more likely to believe that women could handle both home and career, that women should be free to choose whether they work outside the home or not, and that women should feel free to work despite husbands' feelings or the presence of children in the family. Future research should focus on the work ethics and attitudes of different age cohorts. (Author/BL)

ED 250 619 CG 017 818

Emmons, Robert A.; Diener, Ed
An Interactional Approach to the Study of Personality and Emotion.
PUB DATE- Aug 84
NOTE- 26p.; A version of this paper was presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English

Descriptions; Student Development; Time Management
IDENTIFIERS- *Procrastination

This paper describes two personal development groups for procrastinators, the "Unblocking" group and "The Manana Syndrome." Theoretical background for the groups is presented based on behavioral techniques adapted from Lakein's work on time management and Ellis' work on cognitive therapy. Differences between the two groups are outlined: Unblocking uses art therapy to help graduate students stalled on their dissertations, while The Manana Syndrome uses traditional verbal techniques to help any student or staff member with time management problems. Specific information about the format of each group is presented. There is also a description of some of the common difficulties which arise during the group sessions and an explanation of how the group process is used to help change the participants. (JAC)

ED 250 634 CG 017 836

Davidson, Laura M.; And Others
Chronic Stress and Three Mile Island: Toxic Exposure and Uncertainty.
SPONS. AGENCY- Uniformed Services Univ. of the Health Sciences, Bethesda, MD.
PUB DATE- Aug 84
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
GRANT- USUHS-CO-7205
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Nuclear Power Plants; *Stress Variables
IDENTIFIERS- Pennsylvania (Three Mile Island)

Although many researchers expected the psychological effects of the accident at the Three Mile Island (TMI) nuclear plant to be short-lived, area residents continued to show elevated levels of stress. To examine stress levels of TMI residents 28 months after the accident, 141 subjects were chosen from nearby areas, and from a town 80 miles away. Two control groups were selected from residents living near a coal-fired power plant and from those living near an undamaged nuclear plant. Self-reports of psychological stress were collected, and two behavioral measures (Towers of Hanoi and a proofreading task) were administered.

*Counseling Theories; *Counselor Training; Models; *Older Adults
IDENTIFIERS- *Gerontological Counseling

This information analysis paper is based on a computer search of the ERIC database from November 1966 through May 1984 and on pertinent outside resources related to counseling older persons. Following the brief introduction, the historical development of gerontological counseling is discussed. Major issues in gerontological counseling are addressed, including the counseling needs of older persons, attitudes and agism, death and dying, assessment, and preparation, training and employment for gerontological counselors. Major strategies for working with older persons are described, including individual and group counseling, peer and paraprofessional counseling, specialized techniques for impaired older persons, and applications of counseling theories to older persons. Successful and model programs and techniques are highlighted. Future trends in gerontological counseling are delineated, and implications for counselors are proposed. A printout of the computer search is provided, including bibliographic citations and abstracts. (MCF)

ED 250 649 CG 017 913

Leong, Fredrick T. L.
Counseling International Students. Relevant Resources in High Interest Areas. 56+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 136p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Advising; Career Counseling; *Counseling Techniques; *Foreign Students; Research Needs; *Student Adjustment; *Student Problems

This information analysis paper is based on a computer search of the ERIC database from November 1966 through December 1983, and on

*Reading Instruction; Reading Teachers; Teacher Improvement; Teaching Methods

Intended for teachers seeking computer training or persons responsible for such training, this paper presents a list of computer competencies for reading teachers. The first section of the paper lists the beginning level competencies, which require very little computer knowledge and are sufficient for using instructional software in reading classrooms. The competencies listed include running, stopping, and restarting a computer program, and planning reading lessons that include computer use for instruction. The second part of the paper lists the intermediate competencies, which require slightly more knowledge and are needed to create and retrieve computer files for customized lessons and clerical help. The list includes using instructional computer programs that require teacher-entered, saved, and retrieved files, and using computer software to print out instructional materials. The last part of the paper lists the advanced level competencies, which require more extensive computer training or self-study and are necessary to create original computer programs or teach programing to students as a reading activity. This list includes using an authoring system to create original computer instruction and assessment programs, and creating simple programs in the BASIC programing language. (HTH)

ED 250 664 CS 007 825

Taylor, Anne
Between the Idea and the Reality...
PUB DATE- 82
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Literature; Adolescents; Childrens Literature; Elementary Secondary Education; Foreign Countries; Literature Appreciation; *Reading Attitudes; *Reading Habits; *Reading Interests; Reading Material Selection; *Reading Research; Sex Differences; Television Viewing
IDENTIFIERS- Great Britain; Northern Ireland

There is no shortage of surveys on children's and young adults' leisure time reading interests, stretching as far back as 1888 in Great Britain and 1897 in the United States. The most comprehensive research undertaken in Great Britain was a study conducted by the

and (4) defined and prompted the role of children's and adolescent literature in the curriculum. Historically concerned with the education of the imagination, NCTE is now advocating balance in a "back-to-basics" era. In the future, it will work toward maintaining a prominent place for literature at all levels of education as an indispensable way to esthetic experiences and to vicarious knowledge of the human condition. (HTH)

ED 250 679 CS 207 884

Allen, Harold B.
A Perspective on Teaching the English Language.
PUB DATE- 21 Nov 82
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982). For related documents see CS 207 881-884.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diachronic Linguistics; *Educational History; *English Instruction; *English Teacher Education; *Grammar; Higher Education; *Language Usage; *Linguistics; Professional Associations; Teacher Education Curriculum; Teaching Skills; Traditional Grammar
IDENTIFIERS- *National Council of Teachers of English

During the first half-century of the existence of the National Council of Teachers of English (NCTE), the teaching of grammar aroused furious debate among its members. In 1924, Charles C. Fries assembled a panel of six language scholars to answer three questions: (1) What should English teachers know about the English language? (2) Do the usual college courses in Old English, Chaucer, and historical grammar give prospective English teachers an adequate introduction to the language? and (3) Can linguistic scholarship offer anything practical to teaching correct English? The committee's subsequent statement recommended that English teacher preparation include adequate study of the historical development of English pronunciation, grammar, and vocabulary, but also stated that knowledge of the principles of general linguistics is of greater value than a knowledge of the history of the language. Though officially adopted by NCTE 23 years later, this position called for an about face in teacher preparation, and met massive resistance. As recently as 1961 only a few institutions

titles of recommended software, while the fifth discusses sources for published catalogs of approved software. The final section covers informal sources, such as independent distributors and consultants. (HTH)

ED 250 693 CS 208 649

Suhor, Charles
Thinking Skills in English--And across the Curriculum. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 11p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Processes; Coherence; *Critical Thinking; Educational Theories; Elementary Secondary Education; *English Instruction; Integrated Curriculum; Interdisciplinary Approach; *Language Role; Language Usage; Psycholinguistics; Teacher Role
IDENTIFIERS- ERIC Digests; Theory Practice Relationship; *Thinking Skills

Intended for administrators and policy makers as well as teachers, this digest explores issues surrounding methods of teaching thinking skills and who should teach them. Following an introduction that acknowledges the need for teaching such skills but a lack of consensus on how to meet this need, the digest discusses theories of isolating specific cognitive skills for instruction, including generalizable and local or content specific skills, while noting little agreement on what constitutes thinking, and lack of a compelling taxonomy of thinking skills for use in educational programs. It then explores local skills, skills taught in specific subject areas. Next, the digest explores those thinking skills essential to English and the language arts, and the role English teachers play in teaching thinking skills. Based on the close ties of oral and written language to thinking and the pervasiveness of language in the teaching of all subjects, the digest concludes by discussing the role of language and thinking across the curriculum. (HTH)

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84
NOTE- 11p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrators; Annotated Bibliographies; Business Communication; *Business Skills; *Communication Research; *Communication Skills; Conflict; Cultural Differences; Doctoral Dissertations; Education Work Relationship; *Employer Employee Relationship; English; Females; Foreign Countries; Higher Education; Job Satisfaction; Motivation Techniques; Organizational Climate; *Organizational Communication; Theories
IDENTIFIERS- Communicator Style; Japan

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: (1) women proteges' perceptions of the mentoring process; (2) the relationship between opportunity for upward communication and facets of job satisfaction; (3) the organizational construction of intrinsic motivation within a public sector bureaucracy; (4) professionals' responses to selected errors of usage and items of disputed usage in formal written English; (5) the influence of cultural differences on personal values as determinants in the preference for managerial styles in an organizational setting; (6) communication strategies in Japanese-American negotiations; (7) the role of the attributional model of motivation in organizations; (8) organizational management theories; (9) communication, coordination, and conflict in work organizations; (10) organizational incongruity; (11) effective entry-level organizational communication as assessed through a survey of personnel recruiters; (12) the relationship between the principal's instructional leadership and the school's organizational system; (13) communicating via electronic mail; (14) loose coupling within a complex public agency; (15) the relationship of bureaucratic structure to the communication satisfaction of teachers; and (16) organizational communication processes and job stress. (FL)

ED 250 710 CS 208 670

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December

ED 250 723 CS 504 724

Willett, Tom H.
Reading the Client: Nonverbal Communication as an Interviewing Tool.
PUB DATE- 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credibility; Helping Relationship; Interaction; *Interpersonal Competence; Interpersonal Relationship; *Interviews; *Lawyers; *Legal Education; *Nonverbal Communication; *Professional Education; Speech Communication

The importance of effective communication skills between lawyers and clients is equalled only by the imperative need for sustained instruction in the development of communicative skills for the lawyer. Especially important are the nonverbal communication skills in "reading the client." The subtleties of intonation, posture, gesture, and eye contact all provide the confirmation of understanding and intensity of feeling expressed by the client. Also critical is the power of expression or encoding of behaviors. The expression of care, concern, or attention is vital to building a bond of trust and confidence. Nonverbal behaviors are also used to regulate or direct the flow of interaction. This regulation can take the form of encouraging, channeling, or terminating the relationship. Unfortunately, while courses in the substance of law abound, it is an unusual law school that includes more than trial practice, trial preparation, or settlement and negotiation. As a result, many lawyers interview poorly. The training of lawyers in such interpersonal skills as nonverbal communication, nevertheless, can be approached on at least three levels: (1) law schools and undergraduate schools, (2) workshops and seminars, and (3) continued publication in legal and other journals of research on pragmatic uses of nonverbal communication. (HOD)

ED 250 724 CS 504 728

those who study commmunication can suggest ways of offering comfort and dignity to the dying person. Many of these ways go beyond words, for death cannot be addressed with verbal cliches. The theoretical work from which a communication scholar draws can help hospice volunteers and personnel continue to find and value alternative forms of expression. Although honesty about death is essential to the hospice concept, such openness confronts long standing cultural and medical constraints. The personnel who serve the patient and family can in turn be served by the body of communication research and insight that supports the hospice commitment to honesty. Other information that a communication scholar might offer includes ideas on self-disclosure, particularly references to personalized nursing care; the role of communication in family crises, including their emphasis that honest expression is essential to allow healthy preparatory grief; and an awareness of the nonverbal signals that are often more truthful than words. As the treatment for a dying person moves from cure to comfort, the interaction with that person should move from therapeutic to relational communication. The communication specialist can support this recognition of mutuality by offering insights on helping relationships. Thus, the efforts of a caring team can be strengthened through self-understanding and objective confirmation of tested insights into communication. (HOD)

ED 250 739 CS 504 748

Hample, Dale; Dallinger, Judith M.
Mental Imagery and Logical Terms.
PUB DATE- Nov 84
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Communication Research; *Comprehension; Higher Education; *Language Processing; *Logical Thinking
IDENTIFIERS- *Mental Imagery

A study explored the degree to which people can capture the meaning of logical terms, using mental imagery. It was then hypothesized that: (1) subjects generally would fail to express logical relationships accurately, and (2) abstract images would be more individual tournament directors, and (3) nationally accepted time limits versus time limits determined by individual tournament directors. The survey results indicated that, overall, both coaches and students preferred tournaments offering diversity--both national and nonnational events--over those offering national events only. A majority of both coaches and students preferred to attend tournaments that use nationally accepted descriptions of events rather than the diversity of descriptions developed by individual tournament directors. A majority of both coaches and students also preferred to attend tournaments that adhere to nationally accepted time limits for events. (HTH)

ED 250 753 CS 504 765

Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 84

NOTE- 14p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Administrators; Annotated Bibliographies; Behavior Patterns; *Communication Research; *Communication Skills; *Debate; Decision Making; Doctoral Dissertations; Employer Employee Relationship; Group Dynamics; *Interpersonal Communication; Interpersonal Competence; Job Satisfaction; Nurses; *Persuasive Discourse; Police; Politics; Sales Workers; Teachers

IDENTIFIERS- *Communication Patterns; *Communication Strategies

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: (1) superior-subordinate communication; (2) the effect of freedom of expression on role satisfaction; (3) the effects of certain risk factors on nurses' communication in the inappropriate-order situation; (4) the parent-teacher communication needs of single and dual parents of first grade children; (5) Woodrow Wilson's communication strategies in World War I; (6) decision making during the Korean and Yom Kippur wars; (7) patterns of communication among volunteer workers in an Israel archeological excavation program; (8) sex differences in college teachers' classroom talk; (9) a

ED 250 767 EA 017 237

Ball, William Bentley
Parental Rights in Schooling.
PUB DATE- 84
NOTE- 28p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p11-37. For the complete document, see EA 017 236.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Court Litigation; Discriminatory Legislation; *Educational Change; *Educational Improvement; Educational Legislation; Finance Reform; Foundations of Education; Government Role; Intellectual Freedom; *Parent Rights; Politics of Education; *Private Education; *Public Education; Religious Discrimination; School Choice; School Taxes
IDENTIFIERS- Pluralism; Secularism

Parental rights in schooling, which protect parents' entitlement to provide for the education of their children, are discussed in this chapter. The courts and legislatures are being forced to deal with these rights. Further, churches, schools, and parents are pressed to define and better protect parental rights, because of the following situations: (1) the widespread denial of intellectual, moral, and religious liberty in public education--and concurrent establishment of the religion of secularism; (2) the growing efforts of state education bureaucracies to supervise all education; and (3) the growth of the home education movement. A continued defense of parental rights in education in the courts and legislatures and a restructuring of the school tax to allow tax relief for parents who choose private education will allow for philosophical pluralism in American education, the healthful existence of genuine parental choice for schooling, and the consequent reduction of the danger of a totalitarian society. (DCS)

ED 250 768 EA 017 238

Arons, Stephen
Pluralism, Equal Liberty, and Public Education.
PUB DATE- 84
NOTE- 21p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p39-58. For the complete document, see EA 017 236.
LANGUAGE- English

IDENTIFIERS- American University DC; National Labor Relations Board

This report outlines the process involved in establishing a faculty union at the English Language Institute at the American University in Washington, D.C. The English Language Institute Faculty Association (ELIFA) is one of the few units to be certified at a private university since the 1980 Yeshiva Supreme Court decision. During the beginning negotiation phase for the union, the university refused to recognize the union; at that point ELIFA filed a petition with the National Labor Relations Board and had a labor lawyer handle the case "pro bono." When ELIFA won the petition it held an election and the majority of the members supported ELIFA as their representative bargaining agent. The union used a collaborative bargaining process emphasizing interests rather than issues with the university and came up with a mutually satisfactory contract agreement. The contract was unanimously ratified by the members and has 20 articles. Major nonfinancial contract gains include grievance procedures, a union security clause, paid sick leave, and seniority rights. Major financial gains include a 13 percent wage increase for full time teachers, proportionate summer pay, and a 40-65 percent increase in the hourly pay rate. (MD)

ED 250 782 EA 017 287

Drake, Jackson M.
Improving Teacher Performance through Evaluation and Supervision.
PUB DATE- 7 Feb 84
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (68th, Las Vegas, NV, February 3-7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Administrator Role; Due Process; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Principals; School Supervision; *Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Teacher Rights; *Teacher Supervision
IDENTIFIERS- Instructional Leadership

To guarantee an efficient educational system, effective evaluation and supervision of teacher performance are necessary. However, the

controlling influence of middle-class ideology; (2) curriculum and organizational fragmentation; (3) how the school muted academic competition to the advantage of middle-class students; (4) instructional processes that contributed to an unequal distribution of knowledge; (5) instructional processes that contributed to and effectively masked an unequal distribution of knowledge; and (6) forms of control, resistance, and compliance. Conclusions are made on parent participation and social class, and power and curriuclum development, both of which clearly point up differences in perspectives on curriculum implementation. Two pages of references are included. (Author/TE)

ED 250 796 EA 017 303

Marsh, David D.; Berman, Paul

Conceptualizing the Problem of Increasing the Capacity of Schools to Implement Reform Efforts.

PUB DATE- Apr 84

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Conferences; *Educational Improvement; Elementary Secondary Education; Models; *Program Effectiveness; *Program Implementation; Research Projects; *State Programs; *State School District Relationship

IDENTIFIERS- *School Improvement Program CA

This paper delineates the purposes of a symposium that was based on a major study of the California School Improvement Program (SIP). The problem of increasing the capacity of schools to implement reform efforts is conceptualized. To explore this issue, a conceptual framework was developed, based on the case study and survey data from the first and second year of the study. Selected findings from the study are used to illustrate why this conceptual framework is empirically necessary to account for the patterns of reform found in SIP schools. Findings are also presented that pertain to the forms SIP took at a local school site. These include process orientation, categorical program orientation, and funding source orientation. The relationship of each of these SIP orientations to overall changes made at the schools is displayed in building-level efforts to show appreciation for long service are effective; (8) early planning and assistance are essential for early retirement decisions; and (9) different groups within the district should contribute to those considering early retirement. (TE)

ED 250 809 EA 017 317

Educational Partnership: Nonpublic and Public Elementary and Secondary Education in New York State.

New York State Senate Research Service, Albany.

PUB DATE- Dec 83

NOTE- 171p.; Prepared by the Task Force on Critical Problems.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; Educational Policy; Elementary Secondary Education; *Government School Relationship; Parochial Schools; Politics of Education; Private Education; *Private School Aid; *Private Schools; School Demography; *School Support; State Action; State Aid; State Legislation; *State Standards

IDENTIFIERS- *New York

As part of an ongoing effort to examine the quality of the New York State educational system, the State Senate Task Force on Critical Problems has compiled this report on the relationship between the nonpublic school sector and the state, as a basis for formulating consistent and effective educational policies. The first section examines why nonpublic education is an emerging issue. The distinguishing features of nonpublic education are disussed, along with a historical background, the controversy between public and nonpublic education, and the implications of current trends for the future. The second section, "What Is the Nature of Nonpublic Education in New York State?" provides demographic data, a breakdown of religious affiliations, and projects of nonpublic school growth, along with a comparison of New York's enrollment and related figures to national averages and a discussion of broader issues. The third section describes the legal aspects of New York's relation to nonpublic education, including such issues as public aid to nonpublic schools, state regulation, and statutory law. The fourth section discusses the policies of the state with respect to nonpublic schools, and the fifth section provides six case studies illustrating the relationship betwen local school districts and

Community Relationship; School Districts; *Social Problems; Social Values
IDENTIFIERS- *Israel

Most Americans continue to place great faith in the social capacity of the public school system and to displace onto the schools responsibility to resolve some of our most urgent social issues. Israel was selected for observation in order to view American "educational messianism" from a distance. Cultural displacement as practiced in the United States seemed clearly a nonaffordable luxury for a nation under siege from hostile surrounding nations. Israel was found to be a society that places far less emphasis on the practical importance of schooling overall than does the United States. No one expressed a strong belief in the school's social efficacy comparable to that commonly held in the United States. The imperfect Israeli community includes, but does not single out, its schools in holding itself "accountable" for the resolution of Israel's manifold social problems. Americans must do the same and regain their lost sense of genuine cultural community, recognizing that schools need to be seen as an important part of the educative effort of the total community but that they should cease to be seen as the only source of significant education in today's society. (MLF)

ED 250 823 EA 017 336

Lakey, Edward R.; Hummel, Judy
How to Do Long-Range Planning and Goal Setting.
PUB DATE- Aug 84
NOTE- 58p.; Paper presented at the Annual Meeting of the West Virginia School Boards Association (Snowshoe, WV, October 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrators; Board Administrator Relationship; *Board of Education Role; Decision Making; *Educational Objectives; Educational Trends; Futures (of Society); Group Dynamics; *Long Range Planning; Resource Allocation; Role Conflict; *School Districts; Superintendents; Workbooks; Worksheets; *Workshops
IDENTIFIERS- *Goal Setting; Kanawha County Schools WV

Materials are provided for a 2- to 3-day workshop for different school constituencies to establish direction, focus, and long-range goals for a school system. The workshop is also intended to help than lost skills, those from the more highly structured programs gained skills more frequently than any others, and they retained this favorable position during the subsequent school year. (Author/CL)

ED 250 838 EC 170 872

Kellogg, Robert C.
Computerized Individualized Educational Plans: One Way.
PUB DATE- Sep 84
NOTE- 31p.; Paper presented at the Computer Technology for the Handicapped Conference, (Minneapolis, MN, September 13-16, 1984). Appendices C and E may not reproduce because of small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competency Based Education; *Computer Managed Instruction; Computer Software; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Program Descriptions

The paper describes a mainframe based, locally devised computer-based system that meets the needs of a medium sized district in managing Individualized Education Programs (IEPs) for handicapped students. The program produces and stores behaviorally based IEPs tailored to reflect the competency based regular education curriculum in use. The system includes a management information system to comply with legal and administrative requirements. An accompanying thesaurus aligns itself with general categories of learning (e.g., expressive language, spelling, and self-help); these are then broken down into tasks (e.g., naming, interrogatives) and skills (e.g., naming of body parts and of toys). Byproducts of the system include mini-IEPs for each child in the classroom and a longitudinal record with which to review a student's program over time. In addition to the thesaurus, appended materials include a sample of a completed IEP and a list of modality codes. (CL)

information sheets, transparency masters, assignment sheets, a test evaluation instrument, and test answers. (MN)

ED 250 453 CE 039 874

Eads, Freeman D.; And Others
Technical Communications II. Instructor Edition. Post-Secondary Vocational-Technical Level.
Arkansas Univ., Fayetteville.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.
PUB DATE- Jul 83
NOTE- 241p.; For related documents, see CE 039 873-878. Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Communication Skills; Employment Interviews; *Employment Potential; Guidelines; *Human Relations; Instructional Materials; Job Application; *Job Search Methods; Job Skills; Learning Activities; Letters (Correspondence); Nonverbal Communication; Postsecondary Education; Resumes (Personal); Self Actualization; State Curriculum Guides; Teaching Methods; *Technical Education; Vocational Education; *Writing Skills
IDENTIFIERS- Arkansas; *Technical Communication

This instructor's guide consists of materials for use in helping students enrolled in postsecondary vocational or technical education programs to develop technical communications skills. The second part of a two-part course in technical communications, the guide contains 8 units dealing with the following aspects of employability and interpersonal relations: finding a job, writing a resume, composing a cover letter, filling out a job application form, handling a job interview, and developing human relations, self-improvement, and nonverbal communication skills. Provided in the individual units are some or all of the following components: a unit objective, specific performance objectives, suggested activities for the instructor, a list of references, information sheets, transparency masters, assignment sheets, a test evaluation, and test answers. (MN)

Indian Hills Community Coll., Ottumwa, Iowa.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 82
NOTE- 91p.; For related documents, see CE 039 894-899. Developed in cooperation with Merged Area XV High Schools.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Articulation (Education); Bookkeeping; *Clerical Occupations; Clerical Workers; College School Cooperation; *Competence; *Competency Based Education; *Course Content; Curriculum Development; Curriculum Guides; Educational Mobility; Educational Planning; Educational Policy; Institutional Cooperation; Job Analysis; *Job Skills; Occupational Information; *Office Occupations Education; Program Content; Secondary Education; Secretaries; Shorthand; Student Evaluation; Task Analysis; Transfer Policy; Two Year Colleges; Typewriting; Vocational Education

This document is a competency-based curriculum guide designed to promote articulation in secretarial/clerical occupations training programs between and among secondary and postsecondary institutions in the Indian Hills Community College and Merged Area XV high schools in Iowa. The guide is organized in eight sections. The first six sections provide background information about the articulation project, the audiences served and competencies developed, testing procedures, and provisions for transfer of credits. Section VII, which makes up the greater part of the document, details the competencies in bookkeeping, accounting, shorthand, and typing needed by entry-level clerks/secretaries, and the enabling tasks needed to become proficient in the competencies. Each competency consists of three parts that, when used in combination, provide a detailed outline of major tasks that a student must accomplish to reach one or more previously stated student outcomes. The three parts are the task that the student must accomplish, the conditions under which the student must demonstrate the skills, and standards of acceptable performance. The final section of the guide lists job titles available in the local area keyed to relevant competencies. (KC)

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *Demonstration Programs; *Disabilities; *Disadvantaged; Displaced Homemakers; Information Dissemination; Limited English Speaking; Material Development; *Models; Nontraditional Occupations; Postsecondary Education; *Resource Materials; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Special Needs Students

A Vocational Education Act special project was funded to develop and implement a model to facilitate the use of exemplary vocational education programs and materials for special needs populations. The special needs populations of concern were disadvantaged, limited English proficient, handicapped, and displaced homemakers and students in nontraditional occupations. The model developed included eight major components or activities: identify exemplary resource materials, prepare a directory of exemplary resource materials to be packaged, prepare Vocational Education Resource Packages (VERPs) which contain the information and materials necessary to adopt or use a specific exemplary resource material, carry out dissemination activities, hold regional training workshops, provide support and followup services, and refine the model and its processes. Project accomplishments during 1983-1984 were: implementation of an effective project management process, model development, model implementation, and establishment of maintenance guidelines designed to help ensure project continuity. (Appendixes include resource materials information sheet, VERP tables of contents, and a list of exemplary resource materials.) (YLB)

ED 250 480 CE 039 947

Fischer, Lisa Mazzei, Ed.
Entrepreneurship Resources in Ohio.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Labor, Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 84
NOTE- 155p.
CONTRACT- 84-0836-U-001-84
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH

LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competence; Competency Based Education; Computer Graphics; *Computer Oriented Programs; *Course Content; Curriculum Development; Definitions; Engineering; Engineering Drawing; *Engineering Graphics; Engineering Technicians; *Engineering Technology; Equipment; Instructional Materials; Learning Modules; *Manufacturing; Postsecondary Education; State Curriculum Guides; Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Computer Assisted Design; *Computer Assisted Manufacturing

This guide describes the requirements for courses in computer-aided design and computer-aided manufacturing (CAD/CAM) that are part of engineering technology programs conducted in vocational-technical schools in Georgia. The guide is organized in five sections. The first section provides a rationale for occupations in design and in production, traces the origin of courses in design and production techniques, and lists occupational competencies for CAD/CAM occupations. In the second section, course objectives and scheduling outlines for programs are presented, while the third section suggests a course structure. The fourth section is a guide to the modules to be taught in the CAD/CAM courses. The final section contains references to instructional materials and equipment, occupational inventory and occupational competencies checklists, job descriptions for engineering and science technology, and a glossary of occupational terms. (KC)

ED 250 494 CE 039 997

Bergquist, Constance C.
Occupational Proficiency Training Program. 1982-83 Final Report.
Evaluation Systems Design, Inc., Tallahassee, Fla.
PUB DATE- 18 May 83
NOTE- 68p.; For related document, see ED 211 823.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; Dropout Rate; Dropouts; High Schools; *Potential Dropouts; *Program Effectiveness; *School Holding Power; Student Attitudes; Teacher Attitudes; *Vocational Education

programs for training semi-skilled workers and for retraining and upgrading skilled workers and special programs for prevocational training for young people, adult retraining, long-term unemployed adults, and migrant workers. A wide range of measures has been undertaken to combat youth unemployment. (YLB)

ED 250 507 CE 040 019

St. Cyr, David; And Others
Machine Operator Training Program and Curriculum.
New Hampshire Vocational Technical Coll., Nashua.
PUB DATE- 84
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Blueprints; *Equipment Utilization; Hand Tools; Job Skills; Job Training; Laboratory Safety; *Machine Tool Operators; *Machine Tools; *Machinists; *Mathematics Skills; Measurement Equipment; Measurement Techniques; Records (Forms); *Trade and Industrial Education; Two Year Colleges

This curriculum contains materials for use in duplicating the 11-week course for machine operators that was implemented at New Hampshire Vocational-Technical College in Nashua, New Hampshire. Addressed in the course, which is designed to prepare entry-level employees, are the following topics: basic math, blueprint reading, layout tools and procedures, hand tools and benchwork, measurement and inspection tools, fundamentals of machining, and operation of machine tools. The curriculum package includes: a discussion of the scope of the program; the name and address of a curriculum contact person; job descriptions outlining the principal duties of machine operators and machinists; program attendance, schedule, and grading policies; a unit outline; a duty listing; a duty-by-duty listing of tasks for machine operators; a list of performance objectives that is cross-referenced to a list of duty and task statements; knowledge and attitude profiles; a list of laboratory safety procedures; and a 7-item bibliography. (MN)

REPORT NO.- Senate-R-98-503
PUB DATE- 6 Jun 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adult Education; *Adult Literacy; Advisory Committees; American Indian Education; American Indians; Clearinghouses; Demonstration Programs; Educational Finance; Educational Legislation; Educational Opportunities; Educational Policy; Educational Research; *Federal Aid; *Federal Legislation; *Federal State Relationship; Financial Support; Immigrants; Information Dissemination; Older Adults; Program Costs; Public Policy; Statewide Planning; Teacher Education
IDENTIFIERS- *Adult Education Act Amendments 1984; Congress 98th

This Congressional report presents and examines the Adult Education Act Amendments of 1984. The Adult Education Act Amendments of 1984 are designed to amend the Adult Education Act in order to simplify requirements for States and other recipients participating in Federal adult education programs and also to amend certain stipulations of the act regarding educational research and evaluation, demonstration projects, programs for the elderly, State and National advisory councils on adult education, and educational opportunities and programming for adult American Indians and adult immigrants. Included in the report are the findings of an assessment of the need for these amendments, a statement of their purpose, their legislative history, a section-by-section analysis, committee views, an estimate of their cost and impact, and a discussion of the changes that they will effect in existing law. (MN)

ED 250 522 CE 040 047

Veterans' Education and Employment Amendments of 1984. Report to Accompany H.R. 5398. House of Representatives, 98th Congress, 2d Session.
Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.
REPORT NO.- House-R-98-775
PUB DATE- 15 May 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

from July 1, 1983 to August 31, 1984.
Santa Fe Community Coll., Gainesville, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- 31 Aug 84
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Career Education; Career Guidance; Curriculum Development; Demonstration Programs; Displaced Homemakers; Economically Disadvantaged; Elementary Secondary Education; Employment Services; Females; *Job Placement; Minority Groups; *Nontraditional Occupations; Nontraditional Students; Postsecondary Education; Program Development; *Program Implementation; Sex Discrimination; *Sex Fairness; Sex Stereotypes; Student Recruitment; Two Year Colleges; Vocational Education; *Womens Education
IDENTIFIERS- *Fire Extinguisher Maintenance Specialists; Fire Extinguishers

The Sex Equity Program at Santa Fe Community College continued to foster innovative approaches to overcoming sex-role stereotyping and discrimination in vocational education, training, and employment. It focused on four major areas: awareness/recruitment; education of students and staff at the college; support/job placement for enrolled nontraditional students, graduates, and dropouts; and short-term technical training programs. In 1983-84, over 1,350 persons were directly served through workshops, presentations, counseling, employability skills assistance, job placement and support, courses, and the short-term training program. Workshops and presentations on sex-role stereotyping and nontraditional career options were offered to elementary and middle schools for the first time. Increased access for displaced homemakers, minorities, and the economically disadvantaged was provided by cooperative relations developed with the Displaced Homemakers Program, housing project social workers, Job Corps, and the Community Action Agency. A "Directory of Non-traditional Women Workers in Alachua and Bradford Counties" was compiled as a resource to career options. A six-week intensive training program was developed and implemented to prepare students for a career as Fire Extinguisher Maintenance Specialist, the first of its kind in the nation. Appendixes include correspondence, articles, a brochure, and "Directory of Non-traditional Women Workers." (YLB) performance of HRD specialists in the area under investigation and 67 were identified as being not vitally important. The basic skills needed in designing and developing programs were related to the areas of critical thinking and evaluation. Listed among those skills needed most by trainers were good written and oral communications, data collection and analysis, planning and organization, problem-solving, and group process abilities. Responses to the survey instrument indicated that training in the companies located in the region under investigation generally proceeds from the top down and that it is most often self-contained within the individual company. Communications and conflict resolution training emerged as being especially important inasmuch as a substantial part of the trainers job appeared to be devoted to maintaining relationships. (MN)

ED 250 548 CE 040 095

Kelly, Michael
A Factor Analytic Investigation of the Needs of Older Students Enrolled in College.
PUB DATE- Nov 84
NOTE- 54p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Students; Cluster Analysis; *College Students; *Educational Needs; Factor Analysis; Higher Education; *Individual Needs; Multivariate Analysis; National Surveys; Needs Assessment; *Nontraditional Students; Statistical Surveys; *Student Needs
IDENTIFIERS- Higher Education for Adult Mental Health Project

A study examined the needs of older students (individuals 26 years old and older) enrolled in college. The population of the study included undergraduate adult learners enrolled in the 18 institutions participating in the Higher Education for Adult Mental Health Project. Usable surveys were returned by 852 individuals from 14 of the 18 institutions contacted. These adult learners, or nontraditional students, were most likely to be female, white, married without children, employed full-time, and out of school for a period of 2-5 years. A principal factor analysis of the completed

Instruments (160)
DESCRIPTORS- Mathematical Concepts; *Mathematics Achievement; Mathematics Instruction; *Mathematics Skills; Minimum Competencies; *Quantitative Tests; Secondary Education; *Secondary School Mathematics; *Self Evaluation (Individuals); Student Evaluation; Teacher Evaluation; Test Interpretation; Test Reliability; Test Validity; Vocational Education

This manual is intended to provide students, teachers, counselors, and other school personnel with a set of practical instruments and procedures designed to measure the generalizable mathematics skills of students in secondary vocational programs. Three types of assessment instruments and procedures are presented and discussed: (1) student self-ratings, (2) teacher ratings, and (3) performance tests. The manual is organized around five major sections. The first section describes the list of generalizable mathematics skill areas and skills. The second, third, and fourth sections describe the student self-rating instrument, teacher rating instrument, and performance test, respectively. These three sections provide information regarding the assessment procedures, including instrument development, item analysis, reliability, validity, administration, scoring, and uses. The fifth section describes how the student self-ratings and teacher ratings can be used in combination with the performance test assessment instrument and how the scores may be used and interpreted. The appendixes present the list of generalizable skills color charts; additional important mathematics skills; the student self-rating, teacher rating, and performance test instruments; skill profiles; and the performance test answer key. The information contained in this manual and the information obtained from the assessments can be used in individualized and group planning, assessment, curriculum development, instruction, and evaluation activities. (KC)

maintenance of an adult high school diploma program in Oregon are presented here, in two parts. Part I lists elements that are essential in any plan submitted to the State Department of Education and is organized into four sections: filing a plan for an adult high school diploma program, curriculum, student services, and program administration. Part II is advisory in nature, providing a basis for preapring planned course statements for high school completion classes and including areas of competence and indicators of competence for every area addressed in the state's high school graduation requirements. These areas of competence go beyond current state minimums, incorporating earlier life role categories such as "citizen in the environment," was well as new areas such as global studies, foreign language, and applied arts. The state legislation that mandates the adult program is included in the appendix to the guide. (KC)

ED 250 575 CE 040 173

Patton, Bob; And Others
VICA: Learn, Grow, Become.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 84
NOTE- 304p.; Document is printed on colored paper.
AVAILABLE FROM- Curriculum and Instructional Materials Center, State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TI1100--$6.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Job Application; *Job Search Methods; *Leadership Training; Learning Activities; Public Speaking; Secondary Education; *Student Leadership; *Student Organizations; *Student Participation; Tests; Transparencies; Units of Study; *Vocational Education
IDENTIFIERS- *Vocational Industrial Clubs of America

Intended for use in one- or two-year vocational programs, this publication provides materials for integrating the Vocational Industrial Clubs of American (VICA) program of work into class and shop experiences. The publication is divided into two sections and six instructional units are included. Each unit of instruction consists of eight basic components: performance objectives, teacher

PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; Adult Counseling; *Counseling; Counseling Effectiveness; Counselor Certification; Futures (of Society); *Guidance; *Policy Formation; *Public Policy; Youth Employment; Youth Programs

This book provides educators, counselors, policy makers, and community members with information about the state of the art of federal and state policy in guidance and counseling. The two chapters in part 1, Overview, are: "Foundations for Policy in Guidance and Counseling: An Introduction", by Edwin L. Herr and Nancy M. Pinson; and "A Counselor Lexicon: Purpose, Process, Practitioner", by Bruce Shertzer. Part 2, Social Challenges to the Profession, includes five chapters: "Future Shock and the Counselor", by Donald G. Hays; "The Environment for Education: The Next Ten Years", by Thomas F. Green; "Special Populations: The Demands of Diversity", by Lee Perry; "Youth Employment: A Past, Present, and Future Issue", by Julia P. Davidson; and "Counseling Services for Adults: New Linkages in the Community", by Paul Franklin and Francis U. Macy. Part 3, Political Challenges to the Profession, presents two chapters: "The Ingredients of Policy: Traditions, Power, Expediency, Morality", by Nancy M. Pinson; and "A Federal Perspective on Guidance and Counseling", by John F. Jennings. Part 4, Professional Challenges: A Three-Part Reflection, contains: "Credentialism: Protection for the Public or for the Profession?" by Allen E. Ivey; "The Effects of Guidance and Counseling: Three Domains", by Edwin L. Herr; and "The Counselor as Political Activist", by Judy Lombana. Part 5, Conclusions and Recommendations for Action, presents "A Review of the Issues: Implications for Research and for Policy", by Nancy M. Pinson and Edwin L. Herr. The book concludes with brief statements about the authors. (JAC)

ED 250 590 CG 017 789

Herr, Edwin L.; And Others
People in Transition in an Emerging Technological/Scientific Society.
American Association for Counseling and Development, Alexandria, VA.
PUB DATE- 83
NOTE- 44p.; Sponsored by Shell Companies Foundation, Houston, Texas.
AVAILABLE FROM- American Association for Counseling and Development, Publication Sales, 5999 Stevenson Ave., Alexandria, VA 22304 (Free. Send self-addressed stamped envelope).

Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Locus of Control; *Mathematics Achievement; *Self Esteem; *Sex Differences; *Sex Role

In recent years researchers have examined the apparent discrepancy between the sexes in mathematical ability. To explore the relationship between mathematics achievement and sex, sex role identity, self-esteem, and locus of control, 260 college students (170 males, 90 females), from three mathematics course levels, completed Rosenberg's Self-Esteem Scale, the Rotter Internal-External Locus of Control Scale, the Bem Sex Role Inventory, and three mathematics achievement tests. Alternate forms of the achievement tests were readministered at the end of the semester. The sample was divided into three attendance groups, i.e., students who withdrew from the course, those who withdrew from the experiment but completed the course, and those who completed the course and the experiment (145 students). An analysis of the results showed no sex differences in math background or in attrition rates from the course or the experiment. No significant differences in sex role identity, self-esteem, or locus of control were found. However, female self-esteem did increase with course level, while male self-esteem was unrelated to course level. The male attendance groups did not differ significantly on math achievement scores, while the female groups did. Females who withdrew from the course evidenced significantly lower achievement scores than either of the other two attendance groups. (BL)

ED 250 605 CG 017 804

Rook, Karen

Loneliness and Lack of Social Support: Same or Different Phenomena?
PUB DATE- Aug 84
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Loneliness; *Research Needs; Self Esteem; *Social Isolation; *Social Support Groups; Test Validity; Well Being

Research on loneliness and research on social support offer complementary perspectives on how social relationships affect

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; College Students; *Emotional Response; Higher Education; *Individual Power; Interaction; *Personality Traits; Social Cognition
IDENTIFIERS- Situational Variables

Research has proposed that personality traits may be derived from emotions and that individuals tend to judge another's personality traits on the basis of observed emotional reactions. To examine the relationship between personality and emotional traits within ecologically valid settings, 22 college students (19 females, 3 males) rated their emotions in a wide variety of work, recreation, social, and alone situations, sampled over a 30-day period. They were also administered the Personality Research Form and the Eysenck Personality Inventory. An analysis of the results showed that, although theoretically predictable relationships between certain personality traits and specific emotions averaged across situations, the most meaningful results were obtained in distinguishing chosen from imposed situations. The need for affiliation correlated positively with feeling friendly in chosen-social situations, and negatively with feeling friendly in imposed-alone situations. Extraverts reported more joy in social situations of their own choosing compared to imposed-alone situations. Neuroticism correlated with reported feelings of unhappiness in imposed social situations; but neurotics were less unhappy when they choose to be alone. Need for achievement correlated significantly with productive feelings in chosen work situations, and negatively with productive feelings in imposed recreation situations. These findings support an interactional approach to the study of personality and emotions. (BL)

ED 250 620 CG 017 819

Huszczo, Gregory E.
What Unionists Should Know about Psychologists.
PUB DATE- 25 Aug 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Physiological stress was measured by analyzing urine samples for levels of epinephrine and norepinephrine, two hormones found to be related to stress. Results indicated that TMI residents continued to report more stress; more somatic complaints; and more problems with concentration, anxiety, alienation, suspicion, fear, and depression than controls. TMI residents experienced more difficulty than controls with persistence and concentration, and had higher levels of epinephrine and norepinephrine. Residents who reported lower perceived control reported the most symptoms. (JAC)

ED 250 635 CG 017 837

Senn, David J.; And Others

The Influence of Personal Values and Self Concept on the Selection of an Academic Major.

PUB DATE- Mar 84

NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Choice; *College Students; Higher Education; *Majors (Students); *Self Concept; Sex Differences; *Values

To examine the interrelationships among undergraduate students' interests and values, their self-concepts, and their choice of an academic major, 298 college students (116 males, 182 females) completed a self-report questionnaire, the Tennessee Self-Concept Scale, and the Allport-Vernon-Lindzey Study of Values. An analysis of the results showed that students whose current major was the same as their desired major scored significantly higher on total self-concept than did students who reported a discrepancy between their current and preferred major. A significant interaction between risk and self-concept revealed that low risk students scored lower than high risk students on social and personal self-concept. High risk students reported higher values in the social realm, while low risk students reported higher theoretical values. Sex by self-concept interaction revealed that females scored high on the moral-ethical self, family self, and social self, while males scored higher in the areas of physical and personal self. Males scored highest on economic, political, and theoretical values, while females were highest on aesthetic, pertinent outside resources. The paper focuses on the specific problem areas encountered by international students including health problems; educational and vocational problems (e.g., language difficulties, lack of training opportunities); and personal adjustment problems. Counseling and psychotherapy interventions and guidelines are discussed as they relate to the specific needs of international students for academic advising, career counseling, and adjustment counseling. Finally, areas for future research on counseling international students are delineated. A reference list, a list of suggested additional resources, and a printout of the computer search with bibliographic citations and abstracts complete the document. (MCF)

CS

ED 250 650 CS 007 706

Butler, Andrea; Turbill, Jan
Towards a Reading-Writing Classroom.
Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-909955-51-4
PUB DATE- Jul 84
NOTE- 96p.
AVAILABLE FROM- Business Manager, Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($7.50 member, $8.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Educational Theories; *Integrated Curriculum; *Interdisciplinary Approach; *Reading Instruction; *Reading Strategies; Teaching Methods; Writing Exercises; Writing Processes
IDENTIFIERS- Australia; New Zealand; *Reading Writing Relationship

Integrated approaches to the teaching of reading and writing being used in classrooms in Australia and New Zealand are described in this booklet. The first part of the booklet presents theoretical background on how children learn to talk and the reading and

Schools Council, published by Macmillan in 1975 as "Children and Their Books." The study sought to discover the extent, kind, and degree of satisfaction of children's voluntary reading, as well as the environmental factors influencing their choices. More recently, a study of 473 Northern Ireland children was conducted, along the same lines as the Schools Council's study. The subjects were aged 11 through 13 years. The survey indicated that, at the 11-year-old range, girls read more books per month than boys, but no significant difference was found between the two sexes for ages 12 and 13. The age difference showed a progressive increase in nonreaders and a corresponding decrease in heavy readers in both sexes. Girls gave more time to reading than did boys. Children's nonquality fiction was read most often by 11- and 12-year-olds, and adult nonquality by 13-year-olds. The subjects were also asked what advice they would give to an author writing for their age group, and their replies, in order of priority, indicated preferences for excitement, adventure, reality, mystery, and humor. Violence and historical fiction were ranked very low. (HTH)

ED 250 665 CS 007 831

Thompson, Mark E.
What Does the Research Literature Say about Active Readers?
PUB DATE- Oct 84
NOTE- 31p.; Paper presented at the Annual Meeting of the North Central Reading Association (27th, Notre Dame, IN, October 19-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Behavior Patterns; Cognitive Processes; Gifted; *Individual Characteristics; *Knowledge Level; *Learning Strategies; Literature Reviews; Reading Difficulties; *Reading Habits; *Reading Interests; Reading Research; Reading Strategies; Student Characteristics
IDENTIFIERS- *Active Readers

Research and descriptive studies of the active reader (one who starts reading early in life with a broad range of interests and continues this behavior) are of particular interest, because they identify salient characteristics and acquired traits of people who like to read. For example, the mature reader has been characterized as being able to classify, make inferences from statements given in were graduating prospective teachers with even minimal information about modern language and only a handful required a course in modern English grammar. This polarity between the grammatical rules and the new descriptive statements about language use, together with other language polarities, are expanding and strengthening the awareness of the need for greater sophistication with respect to language theory and its applications in the field of English teaching. (HTH)

ED 250 680 CS 208 504

Fleener, Nickieann
Photographic Content of Selected Employee Publications.
PUB DATE- Aug 84
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (67th, Gainesville, FL, August 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; *Employer Employee Relationship; *Media Research; Occupational Information; *Organizational Communication; *Periodicals; *Photographs; Work Environment
IDENTIFIERS- *Employee Publications

A content analysis of the photographs included in four employee magazines was conducted for the period of 1978 to 1983 to investigate the manner in which the publications used photographs to carry messages about people, their relationship to the organization, and the work environment. The publications selected for analysis were all employee magazines of reasonable tenure running a comparable number of pages per year. Publications representing a range of industries were selected to eliminate an industry bias. The magazines analyzed contained 588 photographs of 1,215 individuals (after factoring out the back-of-book portraits). The analysis revealed that, except in the case of cover photographs, the publications favored the photograph featuring people over the photograph containing no people or people presented merely as a natural part of the setting. Forty-eight percent of the coded photographs depicted the employee at work, while 34% of the photographs showed employees away from the direct work environment. Most of the photographs that showed employees off the job accompanied feature stories about unusual hobbies or how the

ED 250 694 CS 208 650

Holbrook, Hilary Taylor
Qualities of Effective Writing Programs. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 12p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Role; Content Area Writing; Curriculum Development; Elementary Secondary Education; *Program Effectiveness; Program Evaluation; Teacher Improvement; *Teaching Methods; Writing Evaluation; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- ERIC Digests; Theory Practice Relationship; *Writing Programs

Intended for administrators and policy makers as well as teachers, this digest explores the components common to effective writing programs. The digest first discusses activities at the classroom level as the foundation of a successful writing program and elements that should be included in classroom instruction, such as the process approach to composing and writing assessment techniques. Next, the digest discusses how writing teachers' skills can be improved (particularly through inservice education), then explores the value of a schoolwide emphasis on writing instruction and ways to orient content area faculty to such a program. Finally, the digest examines the ways in which administrators can contribute to the success of the writing curriculum. (HTH)

ED 250 695 CS 208 651

Hodges, Richard E.

1984 (Vol. 45 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE- 84

NOTE- 10p.; Pages may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adults; Annotated Bibliographies; Bilingual Education; *Bilingualism; *Cross Cultural Studies; Cultural Differences; *Cultural Influences; Dialects; *Doctoral Dissertations; Elementary Secondary Education; *English (Second Language); Higher Education; Language Arts; *Language Processing; Language Research; Language Usage; Linguistic Theory; Preschool Education; Reading Comprehension; Reading Instruction; Reading Research; Standard Spoken Usage; Writing (Composition)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 13 titles deal with the following topics: (1) developmental differences in preschoolers' comprehension of WH-questions; (2) discourse analysis and early literacy in minority education; (3) effects of text structure on comprehension and recall in adult readers of English as a foreign language; (4) the writing proficiency of ESL and monolingual English writers at three grade levels; (5) language philosophy in composition theory and its pedagogical implications for native and nonnative English speakers; (6) comprehension skills of black and white good readers; (7) effects of sociodramatic play on language development of rural Appalachian kindergarten children; (8) teaching language arts and social studies in inner-city schools; (9) effectiveness of supplementary computer assisted instruction in reading; (10) math and reading anxiety among Mexicans, Hispanic immigrants, and Anglo-Saxon children; (11) cohesion in the writing development of native and nonnative English speakers; (12) the relationship between learning style and cognitive style in nontraditional college reading students; and (13) teachers' responses to children's use of nonstandard English during reading instruction. (HTH)

Vogelsang, Robert; And Others
Puppet Resource Handbook for Teachers.
PUB DATE- 82
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Activities; Creative Development; Drama; *Dramatic Play; Elementary Secondary Education; *Puppetry; *Resource Materials; Skits; *Speech Communication; Theater Arts

Designed as a teacher and therapist training tool, this booklet demonstrates how to make several types or kinds of puppets, and how to use them in a variety of classroom situations. The first section includes instructions for the following hand puppets: simple cloth, paper mache, knitted finger, paper bag, and Muppet types. The second section describes how to make simple rod puppets, rod puppets with hand controls, stocking heads for rod puppets, and rod props. Instructions for opaque and translucent shadow puppets are provided in the third section, followed by instructions for simple string puppets in the fourth section. Procedures for making special puppets are provided in the fifth section. The booklet concludes with lessons for the following puppet skits: The Fox and the Crow; The Fox; Bobo; Daisy Duck; Laterality; Leonard, the Lonely Litter Lover; The Extinction of the Earth; and Dr. Health. (HOD)

ED 250 725 CS 504 729

Baum, Edward; James, Anita C.
Impact of Communication Training in a State Agency.
PUB DATE- Nov 84
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Communication Skills; *Employee Attitudes; *Interpersonal Communication; *Interpersonal Competence; Job Satisfaction; *Organizational Communication; Program Effectiveness; State Agencies; Training Methods; Workshops

difficult to capture than would concrete ones. Subjects, 25 college students, were asked to form mental images of two abstract and two concrete sentences, each of which contained a logical term ("either/or," "if/then," "because," or "not") and to write a brief description of the images. These image reports were then coded and analyzed. Results tended to support the first hypothesis, with only 8% of the images reported deemed adequate in a logical sense. Data concerning the second hypothesis were more ambiguous. Concrete stimuli produced more logically appropriate images for "either/or" and "not" sentences, but abstract stimuli worked better for "if/then" and causal reasoning. (FL)

ED 250 740 CS 504 749

Neal, Kay

Effects of Evidential Information on the Perceived Outcome in Employer-Employee Decision-Making Situations.

PUB DATE- Apr 83

NOTE- 39p.; Paper presented at the Annual Meeting of the Central States Speech Association (Lincoln, NE, April 7-9, 1983).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Communication Research; *Decision Making; *Employer Employee Relationship; Higher Education; *Interpersonal Communication; Interpersonal Relationship; *Perception; *Persuasive Discourse; Sex Differences; Speech Communication

IDENTIFIERS- *Evidence

An edited version of a 10-item instrument titled "Decision" was administered to 240 freshman students enrolled in speech courses to discover whether there were differential effects on the stability of a decision when the evidence used was fact or opinion and whether there were differential effects on the stability of the decision depending upon the sex of the persuader and persuadee in interpersonal decision-making situations. The instrument described 10 situations in which an individual with the power to make a decision had done so. The employer (persuadee) was then approached by the employee (persuader) who attempted to convince the employer to revoke or change the decision. Among the conclusions supported by the findings were the following: (1) the addition of opinion evidence during a persuasive attempt in an everyday situation training program for law enforcement personnel in the management of interpersonal conflict; (10) communicative style of principals; (11) preschool teachers' use of language for distancing; (12) the relationship of self-concept to selected communication skills of choral conductors; (13) motivational factors contributing to job satisfaction for nurses; (14) legislative-executive communications; and (15) comparative advertising. (FL)

ED 250 754 CS 504 766

Speech Communication Education and Classroom Interaction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1984 (Vol. 45 Nos. 1 through 6).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE- 84
NOTE- 8p.; Pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cognitive Processes; *Communication Apprehension; *Communication Problems; *Communication Research; Communication Skills; Course Content; Curriculum Development; Doctoral Dissertations; Higher Education; *Speech Communication; *Speech Curriculum; *Speech Instruction; Teacher Education; Teacher Role
IDENTIFIERS- Communicator Style

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The seven titles deal with the following topics: (1) the effects of a seven-hour communication training program on participant utilization of six components of communication style; (2) communication skills and cognitive processes in productively reducing uncertainty in ambiguous instructional messages; (3) imitation of model speakers by students of speech in their own milieu; (4) the PSI-based and lecture-recitation formats of the basic course in speech communication; (5) reduction of oral communication apprehension in college students; (6) academic achievement and self-reports of communication skills in older undergraduates; and (7) instruction in teacher communication with parents offered within secondary school education programs at colleges and universities. (FL)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; Court Litigation; Discriminatory Legislation; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Foundations of Education; Government Role; Government School Relationship; Intellectual Freedom; *Public Education; School Choice; School Taxes; Values Education
IDENTIFIERS- *Pluralism

It is suggested that the right to educational choice and the absence of majority control of the content of schooling are both essential to preserving pluralism in American education; however, public schools rarely encourage meaningful diversity. Further, there is an absence of educational choice for most American families due to the fact that American school finance systems must tax and spend in a way that discriminates against the non-rich in matters of school choice. A blueprint for redesigning the structure of public education is needed to end the majority control of school policy, especially content, and to reclaim educational liberty as an instrument of diversity and individual liberty rather than as a tool of economic discrimination and racism. A foundational redesign would require a separation of school and state, with the following delineations: (1) establishment of free choice in education, making it possible for every family to secure education of their child in any school in the state meeting the education requirements; (2) limitation of government school requirements to two categories--those that do not substantially affect the content of education, such as days per year, health and safety, attendence reporting, etc. and content requirements which can be justified as being of fundamental importance to society, i.e., guaranteeing equal access to education regardless of race, requiring reading and writing achievement or knowledge of the principles of constitutional government; and (3) provision of a clear and enforceable policy that racial discrimination in schooling is illegal. (DCS)

ED 250 769 EA 017 239

Clegg, Roger
Discipline in the Classroom.
PUB DATE- 84
NOTE- 16p.; In: Marshner, Connaught, Ed. A Blueprint for Education Reform. p59-73. For the complete document, see EA 017 236.

evaluation of teacher performance presents two major problems: first, no clear definition or measure of effective teaching exists, and second, evaluation is perceived to have conflicting purposes, either as a stimulus to teacher improvement or as a basis for advancement, retention, or dismissal. Accordingly, this paper reviews contemporary issues that bear on teacher evaluation, recommends evaluation procedures, and provides guidelines for effective instructional leadership. After an opening discussion of issues, such as the demand for accountability and the access/quality dichotomy in education, the four conventional approaches to evaluation are reviewed: (1) evaluation by "good traits," (2) evaluation based on skills and competencies, (3) product (outcome-based) evaluation, and (4) the service-contributions approach. Because all these are inadequate, a threefold evaluation procedure is recommended: (1) conferring with the teacher to establish goals, (2) devising an implementation strategy, and (3) ascertaining that the goals have been achieved. Clinical supervision is then discussed as a preferable alternative to in-class supervision, and due process requirements for fair evaluations are delineated. Characteristics of an effective principal are discussed next, followed by a summary of reasons for staff appraisal. The author concludes that strong instructional leadership by the principal, including supervision and evaluation, is the key to an effective school. A 47-item bibliography is included. (TE)

ED 250 783 EA 017 288

Organizing an Effective Parent Group. Action Kit No.1.
American Education Coalition, Washington, DC.
PUB DATE- Jun 83
NOTE- 72p.
AVAILABLE FROM- Publication Sales, American Education Coalition, 721 Second Street, N.E., Washington, DC 20002 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Authoritarianism; Elementary Secondary Education; Lobbying; *Organizational Objectives; *Parent Associations; Parent Attitudes; Parent Grievances; Parent Participation; *Parent Rights; *Parent School Relationship; Political Influences; Political Issues; *Politics of Education; Publicity; Religious Factors; State

a series of tables. In general, process-oriented schools were likely to improve, while program-oriented schools were likely to maintain their previous levels of outcomes. The overall implication from the study is that effective change processes will require a careful mapping of the local change situation, including background factors, foreground factors, and implementation processes as related to various types of schooling outcomes. (TE)

ED 250 797 EA 017 304

Herlihy, John J.
Strengthening Public Confidence.
PUB DATE- Apr 82
NOTE- 8p.; Paper presented at the Annual Meeting of the National School Boards Association (Atlanta, GA, April 17-20, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Board of Education Role; Elementary Secondary Education; *Positive Reinforcement; *Public Relations; *School Community Relationship; School Districts; School Personnel; *School Support

Board members and administrators can build public confidence in their schools by taking every opportunity to communicate positive attitudes about the people in the schools. As leaders, they have the responsibility to use people power to promote the schools. If school employees feel good about their jobs, they will build confidence within the community. Board members should make individual commitments about strengths in their organizations and talk about these strengths at board meetings. Finally, they should start and end board meetings on positive notes about people or things that they are proud of in the school district. (MLF)

nonpublic schools. The sixth section discusses implications of these findings, including possible courses of action, quality assurance, and fiscal support. Five appendixes are included, providing pertinent documentation. (TE)

ED 250 810 EA 017 318

North Carolina Career Development Plan for Administrators, Supervisors and Other Certified Personnel.

North Carolina State Dept. of Public Instruction, Raleigh. Personnel Services Area.

PUB DATE- 4 Oct 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrators; *Career Development; Career Ladders; Certification; Classification; Elementary Secondary Education; Faculty Promotion; Occupational Information; Personnel Evaluation; *Principals; *Salaries; School Districts; *Superintendents; *Supervisors
IDENTIFIERS- *North Carolina

Administrator compensation in North Carolina schools has traditionally been based on experience and preparation, independent of the level of performance. The development plan adopted addresses this issue by recommending five levels of differentiation for each administrator job classification. A person may stay in one classification for an entire career and move through the levels of differentiation as approved. A graduate certificate and appropriate certification are required in order for a person to be eligible for consideration for these positions. Upon appointment to any of these positions, the person will receive an initial, nonrenewable certificate, good for 2 years. Results of a review panel will be used to make recommendations for provisional status and for a continuing, renewable certificate. Each of the subsequent three career levels requires a minimum of 2 years' service before advancement. Qualifications at each level, the percentage of salary increments, and the composition and function of the review panel are outlined. Compensation details are also illustrated in tables for the positions of assistant principal, supervisor/director, principal, assistant superintendent, associate superintendent, and superintendent. (MLF)

clarify and foster a working relationship between the board of education and the administrative staff that will include definition of individual roles as well as the role of each group. Question-answer worksheets for participants' comments are provided for use in discussion sessions concerning: role conflict between boards and administrators; perceptions of public schools; descriptions of the school system, now and in 5 years; ranking of board actions; ranking of the role of schools; ranking of a superintendent by degrees of authority; and an exercise that matches priority needs against available resources. Also included is a Goals Workbook consisting of the 1983-84 goal statements and objectives of Kanawha County Schools, West Virginia, to be used for review. (MLF)

ED 250 824 EA 017 337

Talbert, Ray, Ed.; Smoyer, Susan, Ed.

Perspectives on Staff Development: Implications for Oregon's Collaborative Approach to School Improvement. Proceedings of a Seminar.

Oregon Council for Continued Professional Development.; Oregon State Board of Education, Salem.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.

PUB DATE- Apr 84

NOTE- 96p.; Appendix C is in small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Inservice Teacher Education; Interprofessional Relationship; Postsecondary Education; Professional Development; Program Effectiveness; *School Support; *Seminars; *Staff Development; State Programs; *State School District Relationship; Teacher Effectiveness; Teacher Improvement

IDENTIFIERS- Oregon; Oregon State Department of Education

This seminar, sponsored by the Oregon Council for Continued Professional Development and the Oregon Department of Education, brought together 60 educational leaders from all sectors and from all regions of Oregon to discuss staff development issues. Fostering collaborartion between elementary/secondary and postsecondary institutions was a central theme. The proceedings are divided into four parts corresponding to the four study areas of the seminar: (1) guiding principles and assumptions regarding staff

ED 250 839 EC 170 873

Rothlisberg, Barbara A.; Liljestrom, Marilyn E.
Recognizing the Learning Disabled Child: Which Behaviors Do Teachers Use?
PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; *Decision Making; Elementary Secondary Education; *Handicap Identification; *Learning Disabilities; *Referral; Slow Learners; *Student Characteristics; Teacher Attitudes; Underachievement

In this survey, approximately 30 teachers chose from a list of 56 behavior descriptors those they thought characterized either the learning disabled or slow-learner/low-achiever populations. Results indicated that, as a group, teachers did not distinguish between learning disabled and other under-achievers on the listed behavioral descriptors, except on the characteristics of low intelligence. Eighty-three percent of the teachers characterized low achievers as having low intelligence, while 24% thought learning disabled students could be described in this fashion. Findings called into question educators' ability and purpose in making classificatory descisions and illustrates the confusion surrounding the learning disability designation. (The list of behavior descriptors is included.) (Author/CL)

ED 250 840 EC 170 874

Sailor, Wayne; And Others
Vision Assessment and Program Manual for Severely Handicapped and/or Deaf-Blind Students. Bay Area Severely Handicapped Deaf Blind Project.
San Francisco State Univ., CA. Dept. of Special Education.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- 80
NOTE- 130p.; See ED 227 611 for Auditory Manual and EC 170 875 for

43210-1090 (Order No. EP 101, $11.25).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; Audiovisual Aids; Career Education; Careers; *Educational Resources; *Entrepreneurship; *Information Sources; *Instructional Materials; Organizations (Groups); *Professional Associations; Publications; *Small Businesses
IDENTIFIERS- *Ohio

This directory provides information on statewide organizations and agencies in Ohio that can provide educational programs, short-term training, counseling, speakers, and general information to assist those interested in developing new and existing small businesses. It also provides detailed information on training materials available to help entrepreneurs. It was designed to provide easy access to information available by telephone or mail contact. The nine sections of the guide list educational organizations; government agencies; trade associations; audiovisual aids; business-sponsored publications; commercial publications; university-, government-, and association-sponsored publications; and additional resources for entrepreneurs. Each listing provides information on the organization's address and a description of its services or publications. (KC)

IDENTIFIERS- *Mitchell County School District GA

The Occupational Proficiency Training Program (OPT) was initiated in Mitchell County High School, Georgia, to identify potential dropouts, place them in an alternative vocational education program, provide special communications and mathematics assistance, and maintain knowledge through recordkeeping of a student's progress through the program. Objectives of the OPT program were to decrease the dropout rate for these students, to increase achievement levels, and to reduce the retention of OPT students within grade levels in high school. The program was evaluated for four components: (1) a pretest-posttest analysis of student scores; (2) an examination of OPT students over time to identify patterns in academic performance, attendance rates, and dropout rates; (3) interviews to identify student and teacher attitudes toward the program; and (4) scores on the pretest used to develop a prediction equation for success in vocational education programs. The evaluation showed that, overall, the OPT program appeared to have consistently increased academic performance of the students in many areas and across grade levels. In addition, students in the OPT program increased their academic skills over the 3-year participation in the program. The study results also indicated that the program is effective in keeping OPT students in school longer than the comparable non-OPT group. Students were positive about the program, although they noted a negative attitude from non-OPT students. Most of the teachers interviewed described the overall worth of the program as excellent or good, although some thought it was too early to determine results. Overall, the OPT program was rated as successful for its ability to keep students in school where they can acquire employment skills. (KC)

DESCRIPTORS- Disabilities; Educational Finance; *Educational Legislation; Educationally Disadvantaged; Educational Policy; *Employment Programs; Federal Aid; *Federal Legislation; Job Training; Postsecondary Education; Public Policy; *Student Financial Aid; *Veterans; *Veterans Education; Vocational Rehabilitation
IDENTIFIERS- Congress 98th; G I Bill; Military Educational Assistance Legislation; Reauthorization Legislation; Special Needs Students; *Veterans Education and Employment Amendments 1984; Veterans Readjustment Appointment Programs

This Congressional report presents and examines the Veterans' Education and Employment Amendments of 1984. The purpose of these amendments is (1) to provide a 15 percent increase in the rates of educational assistance paid under the GI bill and the rate of subsistence allowances paid under the Veterans' Administration rehabilitation program for veterans with service-connected disabilities and (2) to revise and extend the veterans' readjustment appointments program for the appointment of veterans in the civil service. Included in the report are the following: the text of the amendments, a discussion of their background, a summary of their main points, a section-by-section analysis, an estimate of their cost, and an analysis of the changes that they will effect in benefits paid to provide training and rehabilitation services to veterans with service-connected disabilities, to secure special assistance for educationally disadvantaged veterans, to fund educational programs pursued by veterans' survivors and dependents, and to obtain employment and training for disabled and Vietnam-era veterans. (MN) survey instruments resulted in the extraction of eight needs factors: interest in job and career planning, concern for personal welfare, personal relationships, need for basic academic skills, institutional reentry concerns, special family problems, working student concerns, and special problems. These eight factors accounted for 57.7 percent of the total variance. Numerous pairs of means were found to be significantly different throughout the dependent variables; students who were older, had more children, were widowed, were divorced or separated, or who had been away from school for more than two years tended to have higher need means on the different factors than did other students. Two higher-order factors--internal student concerns and external student concerns--resulted from a second-order factor analysis. (MN) activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledges that are prerequisites to skill development), job sheets (procedures to complete manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. Section A, on orientation to VICA, consists of three units on club orientation, club activities, and club meetings. Section B, on VICA leadership, contains three units covering becoming a VICA leader, making a presentation, and applying for a job. (YLB)

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); *Counselor Role; Counselors; Counselor Training; Educational Trends; *Emerging Occupations; *Employment Opportunities; *Futures (of Society); Public Policy; Social Change; *Technological Advancement; Work Environment

This paper, written to inform members of the American Association for Counseling and Development (formerly the American Personnel and Guidance Association) about high technology developments and what counselors are doing in this area, reviews the transition of the United States and other developed nations from industrial to post-industrial societies, and discusses the effects on individuals and nations of economic upheavals, changes in work, and shifting expectations for productivity. The history of counselors' involvement with high technology is reviewed, and major industrial breakthroughs of the past 50 years are outlined. Emerging occupations are also described. The role of employment in people's lives is discussed as well as the role of education and counseling in training and retraining. The emotional stress of labor force changes is explored, particularly with respect to specific populations and regional factors. Two national priorities are identified: basic education, with emphasis on math and science, and the creation of new, long term approaches to training and retraining workers with obsolete skills and knowledge, in order to provide them with access to emerging work opportunities. The role of counselors and related specialists is discussed. The paper concludes with recommendations for counselors. (JAC) health and well being. However, despite considerable overlap, loneliness and lack of social support reflect deficits of different kinds of social exchanges and these deficits have distinct consequences for well being. Social support research emphasizes the importance of various kinds of help provided by others in ameliorating the effects of stressful events, while loneliness research emphasizes the importance of opportunities for pleasurable companionship and intimacy in enhancing psychological well being. Help provided by others is most useful in reducing threats to well being, while companionship is most useful in providing positive inputs to well being. Individuals who are lonely and those who lack social support are likely to differ not only in the kinds of concrete interpersonal experiences they lack but also in how they interpret their situation. The public meaning of loneliness also differs from that of low social support. Cultural stereotypes portray lonely people as failures in the social marketplace, while people who do not seek help are often seen as heroic or highly competent. These conceptual differences, however, do not necessarily reflect empirical differences. Research suggests that measures of loneliness and measures of social support are strongly correlated. In order to identify the extent to which loneliness and lack of social support represent distinct conditions, theoretically guided analyses of the actual interpersonal experiences that evoke feelings of loneliness and feelings of being unsupported should be conducted. (BL)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Counselor Characteristics; Counselor Role;
*Interprofessional Relationship; *Psychologists; *Unions
IDENTIFIERS- Employee Assistance Programs

Although psychologists have recently expressed interest in working for and with labor unions and their members, the relationship in the past has ranged from mutual indifference to open hostility. This traditional lack of interaction has created an information vacuum. Unions need to know that psychologists are not all alike, although they do all share a common goal of understanding, predicting, and assisting change in human behaviors. Four groups of psychologists offer services potentially useful to unions and their members. Clinical and/or health psychologists work with clients to understand and possibly change normal as well as abnormal behaviors. They use their understanding of human behavior to listen to and advise clients, and should be considered as potential providers of services to troubled employees and their families in such matters as substance abuse, job stress, family problems, absenteeism, or disturbances accompanying mental illness. Industrial/organization psychologist consultants can serve as consultants for quality of work life efforts, and can assist unions on internal organizational matters. Two other groups of psychologists, educators and researchers, are prepared to deliver high quality training and education programs for union staff as well as the rank and file members. Dialogue between unions and psychologists will take time, but with initiative on both sides, an exchange of mutually interesting and beneficial ideas is possible. (JAC)

religious, and social values. Finally, males in this study had changed their majors more frequently than had females, but tended to exhibit a greater consistency between their personal values and choice of an academic major. (BL)

writing processes. The second and third parts of the booklet describe ways of putting theory into practice, specifically the following: (1) considering, for the reading-writing classroom, five points--time, ownership, process, conference, and resources; (2) immersing children in printed material to demonstrate how written language is used in functional and meaningful ways; (3) providing children with the time and opportunities to write for a variety of purposes and a range of audiences; and (4) helping children make the links between reading and writing. A bibliography and an index complete the book. (RBW)

the text, and adapt a reading style and speed to the nature of the text and to the reader's purpose. Among the traits identified for the gifted reader are the following: enjoys reading, is an avid reader, reads widely, learned to read early, is a self-taught reader, reads more and better books than age peers, reads above grade level by at least two years, selects difficult books for reading, and enjoys information books. On the topic of personality characteristics concerning poor and good readers, it has been reported that poor readers are socially naive and less serious; they are also less exacting and more lax. Active readers are known to have greater depth of emotional resources. Studies of so-called adult, active readers repeat many of the characteristics found among preschool, fluent readers. For reading and study skills teachers, a knowledge of these characteristics and the related research studies may be an aid in providing prompt remedial strategies. Teachers are also in a better position to evaluate their students and to provide helpful techniques when they know and understand developmental factors. (HOD) employee's off-the-job time was used. The findings also indicated that the publication editors had a distinct preference for depicting white and blue collar workers rather than clerical or sales employees. Further, editors displayed a distinct preference for cover photographs featuring blue collar workers wearing hard hats at work. (HOD)

Spelling. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 10p.; Provided in both typewritten version and one-page typeset version.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Language Acquisition; Language Arts; *Language Research; *Spelling; *Spelling Instruction; Teaching Methods; Written Language
IDENTIFIERS- ERIC Digests; Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest explores researchers' current understanding of English spelling and its acquisition as the basis for spelling instruction methods other than memorization. After defining spelling and the relationship between spoken English and its written system, the digest explores how spelling ability develops in children. It then discusses the implications of spelling acquisition for classroom instruction. The digest concludes with a list of suggested readings, in which in-depth discussion of points brought out in the digest can be found. (HTH)

IDENTIFIERS- *Communicator Style

A study examined the effect of social style training on the workers of a state agency in the midwest. The Social Style Training Workshop was a half-day session designed to provide participants with an assessment of their social style as perceived by their coworkers. In addition, participants examined the meaning of various social styles, their interactions with other styles, and how knowledge of these styles can help improve communication and communication satisfaction within the organization. The Communication Audit was used for both pretesting and posttesting (four months later) of the participants. Based on the literature of social style training, six hypotheses were advanced to assess the impact of the social style training session (e. g., social style training will lead to higher levels of trust among coworkers). The results did indicate some movement in the hypothesized directions, but they were not statistically significant. The results suggest either that (1) the session was not long enough to have a significant impact, (2) a social style training session approach really does not provide the types of benefits attributed to it, or (3) the time between the training program and the administration of the posttest led to a reduction of the possible benefits. (HTH)

decreased the perceived stability of the decision significantly as compared to no evidence; (2) the addition of factual evidence decreased the perceived stability of the decision significantly as compared to no evidence; (3) the addition of factual evidence decreased the perceived stability of the decision significantly as compared to opinion evidence; (4) the perceived stability of the decision with the addition of evidence did not vary significantly depending upon the sex of the persuader or the persuadee; and (5) there were no significant relationships between any of the factors of evidence, sex of the persuader, and sex of the persuadee. (HOD)

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Costs; Court Litigation; Crime; Delinquency Causes; *Discipline; *Discipline Policy; *Educational Change; Educational Environment; *Educational Improvement; Elementary Secondary Education; *Public Schools; Punishment; School Security; Student Rights; Teacher Burnout; Vandalism; Victims of Crime

Documented effects of relaxed school disciplinary standards show the need for implementation of strict, consistent disciplinary measures. Poor school discipline endangers students and staff, contributes to teacher burnout, hinders student education, costs taxpayers, and encourages criminality both in and out of school. Students rights advocates and court decisions have protected the rights of disruptive students, failing to consider the rights of other children to learn in a disciplined, structured place. The result has been a loss of teacher authority and the inability of schools to respond to criminal activity with an appropriate degree of punishment--thus erasing distinctions between good and poor behavior. Stepped up security measures are not the answer. Studies have found that the best, virtually cost-free method of responding to the problem is a clear, systemwide commitment to constructive and firm treatment of discipline problems and a strong, dedicated principal who serves as a role model for both students and teachers. Such was the case in the transformation of George Washington Preparatory High School, in the Watts section of Los Angeles, California, from one of the worst schools in the Los Angeles area, in 1979, to a school with a safe environment where students eagerly accept the opportunity to concentrate on academic achievement, in 1984. Although the Reagan administration has undertaken a school discipline initiative, state and local jurisdictions must accept their responsibility to restore discipline to the public schools. (DCS)

Church Separation
IDENTIFIERS- Conservatism; Relativism; Secular Humanism

Written from a conservative perspective, this handbook provides practical advice to "parent activists" who wish to organize groups to influence or oppose school policies. Each of the six "steps" is presented in a question-and-answer format, followed in certain instances by "example cases" and attachments. Step one, "Choose your battle," provides guidelines for establishing the purpose and objectives of a parent group. Step two, "Create your organization," covers such initial concerns as recruiting members, naming the group, appointing officers and bylaws, and meetings. Step three, "Choose a course of action," provides tactics for putting pressure on decision-makers, building a broad coalition of supporters, and anticipating "attacks" from the liberal opposition. Example cases are provided, along with the following attachments: a worksheet for creating an action plan, tips on writing a newsletter, and a sample of such a newsletter entitled "Christian Impact" from Arlington, Virginia. Step four, "Publicity," provides guidance on press relations, media encounters, and press releases. Three examples of effective press releases are included. Step five, "Minor and major events," provides advice on staging public meetings, publicizing them, mailing lists, guest speakers, debates, and radio talk shows. An attachment provides a timeline for public meetings. Step six, "Future possibilities," provides guidance on establishing realistic goals and following up on successes. A story about an Oklahoma "Parents' Rights" bill is attached, and a lengthy bibliography is included. (TE)

development, (2) school-based staff development, (3) a state-wide support system, and (4) a plan of action for implementing collaborative staff development support systems. Each part begins with a summary of the background readings and the presentation made at the seminar. This is followed by a summary of the participants' reactions to the statements about staff development. Each summary statement has three parts: the reaction statement, a tally of the "agree-disagee" ratings of the participants, and a summary of their written reactions and comments. An epilogue summarizes areas of agreement and includes reactions by the editors. (TE)

Final Report.
CONTRACT- 300-78-0338
AVAILABLE FROM- San Francisco State University, 1600 Holloway Ave., San Francisco, CA 94132 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Deaf Blind; Elementary Secondary Education; Evaluation Methods; *Eyes; Screening Tests; *Severe Disabilities; *Vision Tests; *Visual Acuity

Intended for teachers of deaf-blind and severely handicapped students as well as for resource or itinerant teachers in the area of vision who have recently begun to serve low functioning students, the manual provides information on vision and on vision assessment. The manual serves three functions. It: (1) prepares teachers for participation in interdisciplinary or transdisciplinary teams; (2) provides visual efficiency assessment procedures, and (3) provides guidelines for instructional procedures used to establish functional vision use in the classroom. Following a review of the structure and function of the eye, general assessment considerations are examined: gross measures of vision, ocular coordination, peripheral vision, tracking and gaze shift, and refractive errors and acuity measures. A decision model is then presented to chart the progression of the vision assessment. A final section presents guidelines for functional vision programming based on application of operant principles in the context of data based instruction. Six specific steps are outlined: (1) selecting vision objectives, (2) selecting a paired skill, (3) defining critical visual moments, (4) teaching strategies and error correction procedures, (5) teaching the paired skill, and (6) monitoring data. Data sheets are appended along with a discussion of medications and their effects on vision. (CL)

ED 250 841 EC 170 875

Sailor, Wayne; Goetz, Lori

Bay Area Severely Handicapped Deaf-Blind Project. Final Report, September 1, 1978 to December 31, 1981.

San Francisco State Univ., CA. Dept. of Special Education.

SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.

PUB DATE- 31 Dec 81

NOTE- 62p.; Appendixes listed in table of contents were not included with this document. They are, however, available as: ED 227 611, Auditory Manual; and EC 170 874, Vision Manual. Figure 2 may not reproduce clearly.

CONTRACT- 300-78-0338

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Curriculum Development; *Deafness; Demonstration Programs; Evaluation Methods; Inservice Teacher Education; Multiple Disabilities; Severe Disabilities; *Student Evaluation; Teaching Methods

The final report presents summary data on the accomplishments of a project serving deaf-blind children who were also severely, multiply handicapped. The project operated a model classroom for six to eight students in a San Francisco public school to develop and demonstrate innovative educational practices and assessment systems for visual and auditory functioning. Five major components of the project are analyzed separately, and evaluation data for each component are presented: (1) model classroom component (application of operant principles to sensory assessment); (2) innovative practices (including the use of a continuous correction error-correction procedure and the development of an expressive manual signing curriculum); (3) products (assessment and program manuals); (4) inservice training and workshops (intensive individualized inservice, training workshops, and informational presentations); and (5) dissemination (workshops and replication of the project's model classroom). (CL)

ED 250 857 EC 170 892

Gerhardt, Melissa K.; And Others
An Alternative Model for Servicing the Language Disabled Child in the Public School.
PUB DATE- Nov 13
NOTE- 21p.; Paper presented at the Annual Convention of the American Speech, Language, and Hearing Association (Cincinnati, OH, November 18-21, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Diagnosis; Elementary Education; Inservice Teacher Education; *Interdisciplinary Approach; *Language Handicaps; *Learning Disabilities; *Models; Parent Education; Preservice Teacher Education; Referral

The paper presents an alternative model of treatment to serve the language and learning disabled children in public schools. The Multidisciplinary Diagnostic and Training Program (MDTP), at the University of Florida, serves students in grades K-6 with learning, language, behavior and/or medical problems. Seven components of the MDTP are addressed: referral, diagnostic team, case conference, liaison with the school system, diagnostic training classroom, parent training, and preservice and inservice training. The model emphasizes the total environmental treatment scheme, with the student's language needs considered in light of the school curriculum, social skills, and home situation. (CL)

ED 250 858 EC 170 893

Detterman, Douglas K.; And Others
Assessing Cognitive Deficits in the Mentally Retarded.
PUB DATE- Mar 84

ED 250 872 EC 171 109

Hassett, Irene D.; Gurian, Anita
The Learning Disabled Girl: A Profile.
PUB DATE- Aug 84
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Females; *Handicap Identification; *Learning Disabilities; Needs Assessment; *Sex Differences; Student Characteristics; Underachievement

The learning disabilities literature of the past 15 years pertaining to sex differences is reviewed, including prevalence in children, socialization effects, physiological vulnerability, family patterns, differing expectations of parents and teachers, and differing patterns of response to failure. Analysis of data obtained over the last 2 years on 210 boys and 210 girls aged 5 to 18 shows the learning disabilities characteristics of both boys and girls to be clinically similar, but more girls (56%) than boys (39%) were below grade level in basic skills, particularly comprehension (35% compared to 17%). However, a considerably larger percentage of boys (53%) than girls (33%) were receiving services in their schools. More girls (78%) than boys (48%) showed personality styles characterized by constriction, separation anxiety, passivity, and withdrawal, while more boys (45%) than girls (18%) were described as being impulsive, aggressive, belligerent, defiant, and oppositional. The survey results underline the importance of distinguishing, insofar as is possible, a psychoneurologically-based learning disability from a general pattern of passivity, helplessness, and lack of achievement motivation, or combination. Increased concern regarding learning problems and achievment for girls has paralleled social changes. Girls in need of evaluation and help with learning problems are being identified at an increasing rate. Although learning-disabled girls may be fewer in number, it is suggested that their access to services should be equal. (Author/CL)

ED 250 888 EC 171 125

Rhoades, Ellen A.; And Others
Child Evaluation. UNIsensory Project.
Auditory Educational Clinic, Atlanta, GA.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 84
NOTE- 48p.
GRANT- G008000202
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Deafness; *Hearing (Physiology); *Hearing Aids; *Hearing Impairments; Infants; *Intervention; Program Effectiveness; Young Children

The report presents evaluation data on 29 deaf children (from birth to 6 years old) treated in the UNIsensory Project at the Auditory Educational Clinic in Atlanta, Georgia. A data sheet is provided for each child served in the program, with information on chronological age, severity of hearing loss (aided and unaided), length of intervention, parent and therapist estimates of the child's hearing handicap, pre- and post-test scores on language and communication tests (the Sequenced Inventory of Communication Development, Peabody Picture Vocabulary Test, and the Test for Auditory Comprehension of Language), and explanation and comments. Composite data are then presented in table forms. Parent evaluation information is cited that shows high support for the project. Among conclusions noted is that the project was very successful in improving the aided thresholds of hearing impaired Ss with the use of amplification. (CL)

ED 250 889 EC 171 126

ED 250 903 EC 171 141

LoGiudice, James
Philosphy: A Course of Study for High School Gifted Students.
Bucks County Intermediate Unit 22, Doylestown, Pa.
PUB DATE- 75
NOTE- 35p.; Prepared by the Special Education Division.
AVAILABLE FROM- Bucks County Intermediate Unit 22, Cross Keys Building, 2nd Floor, Doylestown, PA 18901 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Gifted; High Schools; Learning Activities; *Philosophy

The booklet outlines a philosophy course for gifted high school students. The program is designed to provide both academic substance and higher level critical thinking skill development. Objectives of the program include: (1) becoming more sensitive to life's major alternative goals and the standard means recommended for attaining them; (2) becoming more responsibly critical and evaluative of discourse; (3) becoming more careful of the logical cogency of presentations; and (4) becoming more aware of the stumbling blocks to clear, successful problem solving. Unit topics and readings, and suggested activities are listed for the following seven units: orientation to philosophy; social, political, and legal philosophy; epistemology; theology; aesthetics; ethics; and an overview of modern philosophy. (CL)

ED 250 904 EC 171 142

Blum, Hinda; And Others
A Guidebook for Working with Parents of Highly Gifted Children. Project Quest.

ED 250 917 FL 014 656

Adiv, Ellen; Dore, Francine

An Evaluation of the Intensive French Program: Grades 4 and 5.

Protestant School Board of Greater Montreal (Quebec). Instructional Services Dept.

SPONS. AGENCY- Quebec Dept. of Education, Quebec.
PUB DATE- Aug 83
NOTE- 58p.; For related documents, see FL 014 061 and FL 014 653-655. Summaries in both French and English appear in the document.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Elementary Education; Foreign Countries; *French; Grade 4; Grade 5; *Immersion Programs; *Intensive Language Courses; *Language Proficiency; *Program Effectiveness; Program Evaluation; Second Language Instruction; Second Language Programs
IDENTIFIERS- Quebec (Montreal)

A study was designed to assess French second language proficiency, native language skills, and academic achievement of students in an intensive French program in an English language school in Montreal. Subjects consisted of three groups of grade 4 and three groups of grade 5 students, each grade level having one group from the intensive French program and two control groups: one from an early immersion program and one from the regular French second language program. French proficiency was assessed with listening comprehension, reading comprehension, and oral production tests, and in grade 4 by an additional written production test. Native language skills and academic achievement were measured in both grades with the Canadian Tests of Basic Skills (English and mathematics). Results show that in both grades, the intensive French group scored lower than the immersion and higher than the regular French group on French tests, except for oral production, and there were no significant differences among the three groups on the English and mathematics tests except on several subtests. It is concluded that the intensive program promotes increased French proficiency without detrimental effects on the development of native language skills and academic achievement. Lower intensive group scores on the French tests are attributed to additional

ED 250 931 FL 014 688

Heller, Monica S.
"Bonjour, Hello?" Negotiations of Language Choice in Montreal.
Sociolinguistic Working Paper Number 49.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Jul 78
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingualism; Conflict Resolution; *English; Ethnicity; Foreign Countries; *French; Interpersonal Communication; *Language Attitudes; Language Fluency; *Language Role; *Language Usage; *Second Languages; Social Influences
IDENTIFIERS- *Quebec (Montreal)

The decision of whether to use French or English in Montreal, Canada, is not always predetermined but must be negotiated by the interactants in conversation in ways that can be serious or humorous and have great potential for misunderstanding. The complex relationship between language choice and ethnicity is one factor involved in the decision about which language to use. After a long period of social and geographic isolation of the francophone and anglophone communities, the francophones have become increasingly aware of their lesser economic and social opportunities and have as a community preferred solidarity and replacement of the anglophone community to assimilation into it. Protection of the French language is one aspect of this solidarity. Each language choice situation has its own set of norms, generally unspoken and sometimes governed by circumstance, as in the situation of a patient seeking medical care. Conversants may identify their preference immediately, negotiate the choice of language, or wait until spoken to in their preferred language. In cases in which language choice may be politically determined, one conversant may prefer not to identify a preference. The negotiation process can become a negotiation not only of language choice but also of interpretive frame. Larger-scale events thus have a direct effect on people's communication strategies, but the events are also

ED 250 945 FL 014 702

Bauman, Richard
Christ Respects No Man's Person: The Plain Language of the Early Quakers and the Rhetoric of Impoliteness. Sociolinguistic Working Paper Number 88.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 81
NOTE- 29p.; For other titles in this series, see FL 014 699-705 and FL 014 707.
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Conformity; *Interpersonal Communication; Language Role; *Language Styles; *Language Usage; *Religious Cultural Groups; *Social Behavior; Sociolinguistics
IDENTIFIERS- *Politeness; *Quakers

Because speaking was a major symbolic focus of 17th century Quakerism, a movement of radical puritanism, and distinctive ways of speaking represented the principal visible means by which the Quakers differentiated themselves from others, much of the religious and political conflict surrounding Quakerism implicated speaking in some way. One aspect of their speech that challenged the core of social relations and interaction was the Quaker refusal to use politeness phenomena: greetings, leavetakings, salutations, titles, and honorific pronouns. The Quakers actively criticized the practice of customary manners, feeling that such utterances were not literally true and that they represented earthly pride. It is not clear what address forms they actually did employ except that they did call both Quakers and non-Quakers "friend" and that the handshake became a customary gesture of leavetaking in some situations. The reason for the Quaker rejection of "you" in the second person singular is the subject of much speculation focu[illegible] primarily on two principles: grammaticality and the rejection of forms of deference. The "plain style" of speaking characterized by these elements was the subject of much public debate, the thrust of some of which was to try to decrease the validity of plain talk by

ED 250 960 FL 014 752

Wolfram, Walt; Hatfield, Deborah
Tense Marking in Second Language Learning: Patterns of Spoken and Written English in a Vietnamese Community.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 185p.
GRANT- NIE-G-83-0035
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; Comparative Analysis; *English (Second Language); *Immigrants; Oral Language; Refugees; *Second Language Learning; *Tenses (Grammar); *Verbs; *Vietnamese; Written Language; Young Adults
IDENTIFIERS- District of Columbia

A study of one of the most recurrent and persistent obstacles in learning English as a second language, the use of tense marking, is presented. The analysis is based on audio recordings from a Vietnamese community in Northern Virginia, representing four age ranges from 10 to 55 years, two lengths of U.S. residency (1-3 years and 4-7 years), and both males and females. A range of possible effects on variable tense marking patterns is considered, including surface form distinctions such as regular and irregular forms, phonological shape of those forms, the linguistic context of the forms, lexical items, and relative frequency of the forms. Higher order effects such as foregrounding, episodic boundaries, and tense continuity within narratives are also considered in both spoken and written language. The analysis reveals that surface-level constraints are more significant than the higher-order constraints, and that several principles account for the systematic relationships of variability among forms. Written language constraints show both similarities and differences with spoken language, demonstrating an important lack of isomorphy in the two language registers. The nature of tense marking in interlanguage is shown to have some corollaries with the way tense marking has been treated traditionally in formal instruction. It is concluded, however, that this similarity derives from some general

ED 250 974 HE 017 762

Ontario Ministry of Colleges and Universities. Statistical Summary, 1981-82 = Ontario Ministere des Colleges et Universites. Releve recapitulatif des statistiques de 1981-82.

Ontario Ministry of Colleges and Universities, Toronto.

PUB DATE- 84

NOTE- 124p.; For earlier editions, see HE 016 841, ED 176 703 and ED 210 945.

LANGUAGE- English; French

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Certification; College Faculty; College Freshmen; College Students; Degrees (Academic); *Educational Finance; *Enrollment Trends; Foreign Countries; Full Time Students; Graduate Students; Part Time Students; *Postsecondary Education; State Aid; Student Characteristics; *Teacher Salaries; Technical Institutes; Undergraduate Students

IDENTIFIERS- Canada; *Ontario; *Public Colleges

Data for 1981-1982 on students, staff, and finances for provincially-assisted postsecondary educational institutions in Ontario, Canada, are presented. Among others, the statistics cover the following topics: full-time undergraduate and graduate enrollment, by institution and program, at the universities, Ryerson, and the Ontario College of Art, fall 1981; educational background of new students from Ontario; degrees granted in 1981 at the bachelor's, master's, and doctoral levels; undergraduate diplomas and certificates; 1981 postsecondary and non-postsecondary enrollment by institution and division at colleges of applied arts and technology; enrollment in adult training programs at colleges of applied arts and technology, 1978-1982; apprenticeship and certification programs, 1975-1982; graduates of full-time postsecondary programs at colleges of applied arts and technology, 1981-1982; full-time academic staff by institution, 1972-1982; average academic salaries, by rank, 1972-1982 at universities and at colleges of applied arts and technology; summary of operating support to universities and colleges of applied arts and technology; total revenue by source and type of fund by institution; capital assistance to universities and colleges of applied arts and technology; and Ontario Student Assistance Program

ED 250 988 HE 017 842

Mishler, Carol; Davenport, Margaret
Faculty and Student Attitudes toward the Mixed-Age College Class.
Wisconsin Univ., Green Bay. Assessment Center.
PUB DATE- Jul 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; *Age Differences; *Classroom Environment; *College Students; Higher Education; Interpersonal Relationship; Peer Groups; Questionnaires; *Student Attitudes; Student Characteristics; *Teacher Attitudes; Youth

Attitudes held by younger and older students in mixed-age college classes were surveyed, as were the attitudes of teachers toward the mixed-age classes. Seven campuses in the University of Wisconsin system participated in the survey. Findings for the faculty included the following: faculty preferred an age-mix in class; almost all faculty expressed a "very" or "somewhat" favorable reaction; faculty felt that adults' presence in class brought an improved intellectual environment and more mature class discussion; about half of the faculty viewed adults' writing skills for college as better than those of younger students; and most faculty did not change their teaching style, type of assignments or tests, nor their management of class discussion in the mixed-age class. The student population surveyed was primarily freshmen and sophomores, and 60 percent were under age 25. Results of the student questionnaires included the following observations: the majority of students believed that mixed-age classes were more interesting; most students did not prefer classes composed exclusively of their own age group; most students viewed adults and younger students as comfortable socializing; and most felt that the age mix of the class had little effect on learning. Student and faculty questionnaires are appended. (SW)

ED 251 002 HE 017 860

Belanger, Charles H., Ed.
The Universities in a Changing World--Adaptation or Guidance?
Proceedings of the European Association for Institutional Research
Forum (4th, Uppsala, Sweden, August 25-27, 1982).
European Association for Institutional Research.
REPORT NO.- ISBN-91-506-0372-8
PUB DATE- Aug 82
NOTE- 166p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal
Viewpoints/Position Papers/Essays (120) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Comparative Education; *Educational
Facilities; *Educational Finance; Expenditures; Foreign Countries;
*Higher Education; *Institutional Research; Program Costs; Program
Evaluation; *Research; Science Equipment; Self Evaluation (Groups);
Shared Facilities; *Teacher Characteristics
IDENTIFIERS- Belgium; Research Universities; Spain; Sweden;
University of Minnesota

Changes in higher education that affect teaching and research are addressed in the proceedings of the 1982 forum of the European Association for Institutional Research. In addition to six invited papers on adaptation or guidance of universities, papers on faculty, resources and cost indicators, research facilities and equipment, and institutional self-study and program assessment are presented. Abstracts of 10 additional contributed papers are also included. Titles and authors of papers include the following: "Higher Education and Research as Dynamics for the Development of Society" (Carl-Gustaf Andren); "Universities in a Changing World--Adaptation or Guidance?" (Bernard F. Sliger); "Changes in Faculty Characteristics, Activities, and Attitudes Over 25 Years at a Major United States University" (John E. Stecklein); "Faculty Profiles in a Long-Term and Comparative Perspective" (Urban Dahllof); "A Resource Requirements Prediction Model for the Central Administration Support Program in a University" (Franz Bingen, Carlos Siau); "A Model for Planning Systematic Replacement of Scientific Equipment" (John A. Muffo); "A Qualitative Model for

ED 251 016 HE 017 877

Eble, Kenneth
Developing Marketable Skills in the Humanities.
Association of American Colleges, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Apr 83
NOTE- 15p.; Paper presented at a conference sponsored by the Association of American Colleges and the National Endowment for the Humanities (Princeton, NJ, April 27-29, 1983). For related documents, see HE 017 872-879.
AVAILABLE FROM- Office of National Affairs, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; College Graduates; *Education Work Relationship; Employment Opportunities; Higher Education; *Humanities; *Job Skills; Liberal Arts; *School Business Relationship; Undergraduate Students; Verbal Ability

Skills and knowledge developed by undergraduate study of the humanities and the application of these skills to business careers are discussed. The humanities are chiefly verbal disciplines and offer vital career preparation wherever communication and human relations are important. The scrutiny of students' writing, which occurs in humanities courses, develops skills in logic, precision of expression, and the ability to persuade. Humanities studies, which include English and history, help students learn about how people act and think. Humanities majors not only develop skills in writing but also in reading. Humanities graduates have skills that are valuable to a range of unspecialized jobs (management, public relations, personnel, communications). Liberal arts colleges should find out about job opportunities and create more ties with diverse employers. Insufficient concern for introductory humanities courses by colleges and narrow teaching of advanced courses are criticized. Specific reference is made to issues concerning the study of English. Reasons that keep business from turning to the humanities to find their employees are largely related to the identification of subject matters in the university, the established relationships

ED 251 030 HE 017 895

Hand, Carol A.; Prather, James E.

Factors That Influence Transfer Activity: A Cross-Institutional Study.

PUB DATE- Oct 84

NOTE- 27p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Little Rock, AR, October 25-26, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; *Grade Point Average; Higher Education; Institutional Research; *State Colleges; *Two Year Colleges; *Universities

The kinds of students that transferred into or out of 30 postsecondary institutions, including universities, senior colleges, junior colleges, and community colleges, were studied. Several types of institutions were assessed: residential, commuter, traditionally black, and special focus (military, medical, technical, and agricultural). Also considered were the performance of transfer students. The study population consisted of over 63,000 transfer students who were attending a state college system in 1983. Students who transferred within the system itself were the primary focus. Comparisons were made by level of institution and were broken down by gender and minority status. The numbers of students transferring and their performance before and after transfer were also assessed by type of institution. It was found that when students transfer, typically their grade point average (GPA) increases, with the exception of students transferring to universities. Some institutions were sending a large number of students experiencing difficulties at that institution (typically at the universities) to other institutions where the students experienced an increase in GPA. (SW)

ED 251 044   HE 017 910

College and University Revenues and Expenditures, New York State, Fiscal Year Ending 1983.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 84

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Church Related Colleges; Community Colleges; Contracts; Educational Finance; *Expenditures; *Financial Support; Grants; *Higher Education; *Income; Operating Expenses; Private Colleges; Proprietary Schools; *Resource Allocation; State Colleges; State Surveys; Technical Institutes; Two Year Colleges

IDENTIFIERS- *New York

Data on 1983 revenues and expenditures for New York State colleges and universities are presented. Revenues for public, private, and proprietary institutions are cited from the following sources: tuition and fees; federal, state, and local appropriations and grants and contracts; private gifts, grants, and contracts; endowment income; sales and services of educational activities; sales and services of auxiliary enterprises; sales and services of hospitals; and independent operations. Revenues from these sources are also identified for university centers, university colleges, health sciences centers, specialized colleges, statutory colleges, agricultural and technical colleges, central administration and university-wide programs, total state operated units, state community colleges, City University of New York (CUNY) senior colleges, CUNY community colleges, private multi-universities, private universities, private college complexes, four-year or higher specialized colleges, four-year health sciences centers, four-year engineering and technical institutions, seminaries, two-year nursing schools, and other two-year colleges. Expenditure data are also provided by function, including: instruction, research, public service, academic support, and student services. (SW)

ED 251 058 HE 017 942

Gappa, Judith M.

Part-Time Faculty: Higher Education at a Crossroads. ASHE-ERIC Higher Education Research Report No. 3, 1984.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
REPORT NO.- ISBN-0-913317-12-8
PUB DATE- 84
NOTE- 129p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accrediting Agencies; Collective Bargaining; *College Faculty; Court Litigation; *Employment Practices; Faculty Workload; Higher Education; Interprofessional Relationship; *Legal Problems; *Part Time Faculty; *Personnel Policy; Standards; State Aid; *Teacher Characteristics; Teacher Employment Benefits; Teacher Recruitment; Trend Analysis; Two Year Colleges

The current use of part-time faculty and issues regarding this practice are addressed. Attention is directed to the demographic and employment characteristics of part-time faculty, the policies and practices that colleges follow for part-time employment, and legal and other constraints influencing the way they are used. Some institutional efforts to improve the status and use of part-time faculty are described, and policy implications are examined. After presenting national data on part-time faculty, information is provided on: the distribution of part-timers, a taxonomy of part-time faculty, and career aspirations and work history of a sample of part-timers. Four constraints on colleges and universities that affect the employment of part-time faculty are: legal decisions, collective bargaining agreements, state funding formulas, and standards established by accrediting agencies.

Planning Systems. SPEC Kit 13.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE 78
NOTE- 107p.; Kit 13, November 1974; updated with new material, February 1978.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Budgeting; *Data Analysis; *Data Collection; Higher Education; Library Personnel; *Library Planning; Library Research; *Long Range Planning; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Management Review and Analysis Program

This kit on planning systems updates a 1974 Management Studies Office Systems and Procedures Exchange Center (SPEC) kit in which developments in planning activities among Association of Research Libraries (ARL) were reviewed. At the time of the original study, in 1972, planning techniques and systems were a subject of much interest because rising user expectations and new, complex library systems and procedures accompanied by shrinking budget increments had intensified the need for careful planning. Since the 1972 review interest in planning has increased; new programs have been developed and many more libraries have begun systematic, continuing planning programs. Systematic planning is a complex process which usually involves the collection and analysis of data from the library's environment, beginning with the university's planning process and extending outward to state, federal, and collective library agenices. It also requires much internal data relating to cost productivity and library use. Samples of short-range and long-range plans and staff organization from specific libraries may be useful to other libraries developing systematic planning processes. The SPEC kit contains five new documents from the Library of Congress, the University of California at Berkeley, the University of North Carolina at Chapel Hill, Johns Hopkins University, and the University of Kentucky. Four other documents are retained from an earlier kit: New York State Library, Cornell University, Columbia University, and the University of Tennessee at

ED 251 087 IR 050 909

Allocation of Resources. SPEC Kit 31.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Mar 77

NOTE- 103p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; *Budgeting; *Fund Raising; Higher Education; *Library Administration; Library Collections; Library Personnel; Library Surveys; Position Papers; *Research Libraries; *Resource Allocation

This kit on resource allocation in academic and research libraries contains nine primary source documents and a concise summary of a 1976 Association of Research Libraries (ARL) survey on management of fiscal spending activities in ARL libraries. Based on responses from 70 libraries, the summary discusses 3 specific subjects within the general topic of resource allocation in libraries: strategic approaches to financial retrenchment; procedures used by research libraries to make fundamental allocation decisions; and areas where libraries are experiencing significant allocation reductions. The source documents include: (1) reports on the impact of no-growth budgets from Dartmouth College, Pennsylvania State University, and Arizona State University; (2) reports on implementing budget cuts from Rutgers University and University of Washington; (3) procedures for resource allocation from University of Wisconsin-Madison ("Internal Procedure for Determining Allocation of Funds for Library Resources in the General Library Systems" and "Allocation of Book Funds"), and University of Hawaii; and (4) a report on external fund-raising from University of Pittsburgh. (THC)

The Changing Role of Personnel Officers. SPEC Kit 45.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Jun 78
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Libraries; Guidelines; Higher Education; Library Personnel; Library Planning; Methods; Occupational Information; *Personnel Directors; *Personnel Evaluation; *Research Libraries; *Staff Development; *Staff Role; Training Methods

A 1977 Association of Research Libraries (ARL) survey showed that more than 80 member libraries had staff persons designated as personnel officers. In a series of in-depth interviews in the spring of 1978 with some of these personnel officers, the main factors contributing to changes in personnel functions were identified as: (1) a growing number of governmental regulations and guidelines, (2) increasing staff needs and demands within a complex organization, and (3) recognition by library leaders of the importance of committed staff. A concise summary at the beginning of this collection discusses affirmative action guidelines, changes in the nature of the job market, the adoption of faculty governance models, unionization efforts of library staffs, and training and counseling for library supervisors. The kit also contains: (1) documents on changes in personnel functions from University of Connecticut, Duke University, and Princeton University; (2) examples of selection and performance evaluation programs/processes from Stanford University and University of Connecticut; and (3) three examples of staff development and training programs and activities from University of Connecticut ("Staff Sharing Program," "Consideration in Planning Training for New Employees," and "Guidelines for Planning Departmental Presentations for Staff"). An evaluation sheet for this Systems and Procedures Exchange Center (SPEC) kit is provided. (THC)

ED 251 115 IR 050 937

Indirect Cost Rates in Research Libraries. SPEC Kit 64.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- May 80
NOTE- 100p.; Update of IR 050 912. Several pages contain broken print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Budgeting; Costs; Federal Aid; *Federal Regulation; Higher Education; *Program Costs; *Research Libraries; *Resource Allocation; *Use Studies

To update a 1977 study of indirect cost rates in Association of Research Libraries (ARL) member institutions, the Systems and Procedures Exchange Center (SPEC) contacted several member libraries and the National Association of College and University Business Officers (NACUBO) in 1980 for current information and documents. A number of ARL members conducted new studies and research in 1979 to produce revised data on library costs using new regulations for determining costs of federal contracts and grants. The kit comprises: (1) "Indirect Cost Calculation" (Washington University); (2) "Proposal for Conducting a Study of Reference Department Usage" (Washington University); (3) "Directions for Taking a Sampling of the Faxon List of Continuations" (Washington University); (4) "Indirect Cost Study" (University of Southern California); (5) "Cost Allocation Study" (University of Pennsylvania); (6) "Selected Support Materials from the Office of Sponsored Programs" (University of Virginia); (7) "Selected Materials from NACUBO Special Reports, March and June 1979 Issues" (NACUBO); (8) "University Libraries Use Study" (Cornell University); and (9) "Library Expense and Use Information Endowed 1975-76" (Cornell University). The concise summary that introduces the kit briefly discusses library responses to the revised cost principles and trends and issues. (THC)

Flamm, Ann L., Comp.; And Others
Reading Area Community College Basic Skills Program Review.
Reading Area Community Coll., Pa.
PUB DATE- Apr 84
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Community Colleges; *Developmental Studies Programs; *Educational Counseling; Grades (Scholastic); Program Descriptions; Program Evaluation; *Remedial Instruction; School Holding Power; Testing Programs; Tutorial Programs; Two Year Colleges

As part of an ongoing process of curriculum revision at Reading Area Community College (RACC), this program review examines current basic skills programming and support services portions of the college curriculum. Following introductory comments in section I, section II reviews pertinent basic skills research, indicating that useful programs approach the student in a holistic, integrated manner. Section III provides a review of existing basic skills programs and support services at RACC. This section begins with an overview of student admissions requirements and categories of admission and then describes the counseling and testing services making up the college assessment program. Next, the developmental studies program is examined, including a statement of the program's intent and purpose; information on program funding and integration; an overview of student flow in the program through the stages of identification, needs assessment, development of the individual student plan, assessment, and followup; and a review of major activity areas (i.e., placement based on test scores, developmental instruction, counseling services, English as a second language services, learning skills project services, tutorial services, and basic skills labs). Section III also includes short descriptions of RACC's adult basic education and general education development preparation and testing programs. Section VI provides a summary of conclusions. Developmental Studies Program data are appended. (LAL)

ED 251 143 JC 840 608

CUNY Tech Continuing Education Annual Report, 1983-1984.
New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.

PUB DATE- Aug 84
NOTE- 70p.; For an earlier report, see ED 234 826.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Literacy; Adult Students; Adult Vocational Education; Community Education; *Continuing Education; Correctional Education, Deafness; Educational Finance; Enrollment; *Extension Education; *Job Training; Older Adults; Program Descriptions; *Technical Institutes; Two Year Colleges

Information on funding, enrollments, and outcomes is provided for the programs offered during 1983-84 by New York City Technical College's Division of Continuing Education and Extension Services. Introductory material analyzes enrollments in the division, discusses the effects of funding changes, and summarizes major accomplishments in selected areas. Subsequently the report's 10 chapters discuss: (1) the division's tuition courses and programs; (2) contract courses with business and industry; (3) Project Stride, which offers job training instruction in clerical skills and data entry operations; (4) the Expanding Options for Teen Mothers and Access for Women programs, which emphasize nontraditional careers for women; (5) the Vocational Training Program for Deaf Adults; (6) the Adult Vocational Counseling Center; (7) adult literacy and learning programs, including those offered by the Adult Learning Center, the Correction Education Program, the Job Training Partnership Act Basic Skills Program, and the City University of New York's General Education Development Program; (8) older adult programs offered by the Institute of Study for Older Adults; (9) the Building/Housing Superintendents' Training Program; and (10) the Multi-Family Housing Energy Conservation Program offered by the Apartment House Institute. Statistical data on tuition-based and grant-sponsored programs are appended. (LAL)

ED 251 157 JC 850 001

Schafer, Eldon G.
Visa Cards Save Thousands.
PUB DATE- Nov 84
NOTE- 20p.; Paper presented at the Annual Convention of the
  California Association of Community Colleges (55th, Los Angeles,
  CA, November 9-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Finance; Finance Reform;
  *Financial Services; *Money Management; Operating Expenses;
  *Purchasing; Two Year Colleges
IDENTIFIERS- *Lane Community College OR

A thorough review of Lane Community College's purchase order system revealed that 62% of all purchase orders processed in 1981-82 were for amounts under $100; that these orders made up only 3.5% of the dollars expended in acquiring materials and services for college operations; and that each purchase order cost the college $75 in supplies and staff time. A situation analysis revealed several problems and needs associated with the purchase order system, leading to the identification of a number of possible long- and short-range solutions (e.g., establish an electronic transfer system, use Visa cards for small purchases, automate the warehouse catalog, create an information source regarding policies, modify signature requirements, and get departmental input regarding warehouse stock). Following an analysis of the potential solutions, the use of Visa cards for purchases under $100 was selected as the highest priority project to pursue. Following initial discussions between the director of financial services and a local bank, the college entered into one master contract agreement with the bank, which issued all cards. Following a pilot project, Visa cards were issued to more than two-thirds of the college's instructional departments for material and supply items under $100. The process has reduced by nearly one-half the number of steps formerly required by departments and greatly reduced costs. (LAL)

ED 251 171 PS 014 659

Gallup Summary Report.
Canadian Gallup Poll Ltd., Edmonton (Alberta).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- May 84
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Attendance; Curriculum; Educational Administration; *Educational Attitudes; *Elementary Secondary Education; Financial Support; Foreign Countries; Government School Relationship; Grade 12; Graduation Requirements; Home Schooling; Mainstreaming; *Private Schools; *Public Opinion; *Public Schools; Questionnaires; Student Costs; Vocational Education
IDENTIFIERS- *Alberta; *Gallup Poll

This report contains a summary of results obtained from a Gallup Poll study of adults 18 years and over, which was conducted in May 1984 in Alberta, Canada. Data were collected through personal, in-home interviews with 1,054 adults. Because of a slight discrepancy in age and sex, all results were based on a weighted, proportionate sample. Questions asked of respondents fell in the following categories: (1) school attendance and contact; (2) overall attitude toward education in Alberta; (3) cost of education; (4) perceptions of grade 12; (5) student achievement; (6) operation of private schools, including government financing and regulation; (7) administration, including home schooling and schools for the handicapped; (8) curricula, including vocational education and perception of specific subjects as core, optional, or unnecessary; and (9) background information, including Alberta residency. A copy of the standard questionnaire used and information regarding sample characteristics, sample design, and sampling tolerances are appended to the report. In addition, a news release from Alberta Education about the Gallup Poll results is attached. This news release emphasizes the areas of secondary school program, mainstreaming handicapped and mentally retarded students, private schools, compulsory diploma examinations, and

ED 251 185 PS 014 718

Foster Grandparent Program Handbook. Revised Edition. Handbook 4405.90.
ACTION, Washington, D.C.
PUB DATE- 15 Aug 83
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Community Relations; *Federal Legislation; Low Income Groups; *Older Adults; Participant Characteristics; *Program Implementation; Questionnaires; Recordkeeping; Records (Forms); Staff Role; *Volunteers
IDENTIFIERS- Domestic Volunteer Service Act; *Foster Grandparent Program; *Intergenerational Programs; Older American Volunteer Programs

Intended for Foster Grandparent Program (FGP) project sponsors and staff, as well as for advisory council members and ACTION staff, this handbook provides guidance for the management and operation of FGP projects based on the provisions of Public Law 93-113. An introductory chapter provides basic information and definitions, and in the 10 remaining chapters the following topics are discussed in turn: (1) project operation; (2) the advisory council; (3) project staff; (4) volunteer stations; (5) foster grandparent assignments; (6) foster grandparents; (7) foster grandparent benefits; (8) project management; (9) reports and recordkeeping; and (10) community relations. A total of 13 appendices provide (1) key provisions of the Domestic Volunteer Service Act of 1973, as amended (Public Law 93-113); (2) federal register rules and regulations concerning the FGP-Part 1208; (3) federal register rules and regulations concerning nondisplacement of employed workers and nonimpairment of contracts for service; (4) a sample description for the position of project director; (5) a sample memorandum concerning understanding between sponsors and volunteer stations; (6) a sample letter of agreement between an FGP and a volunteer station concerning volunteer placement; (7) a sample FGP child care plan; (8) federal register notices of income eligibility levels for FGP's and senior companion programs; (9) an FGP

Fiene, Richard J.; Nixon, Mark G.

An Instrument-Based Program Monitoring System: A New Tool for Day Care Monitoring. Volume 2: Guide for Developing the Indicator Checklist (Revised Edition).

Children's Services Monitoring Transfer Consortium.

SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Aug 83
NOTE- 25p.; For volume 1, see PS 014 732. For other related documents, see PS 014 728 and PS 014 731.
GRANT- HHS/HDS-90-PD-10005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Check Lists; *Compliance (Legal); *Day Care; Early Childhood Education; Guidelines; *Predictor Variables; Rating Scales; *Research Methodology; *Test Construction
IDENTIFIERS- *Instrument Based Program Monitoring; Pennsylvania; Program Monitoring

Indicator checklists (questionnaires or checklists that contain selected predictive items from longer, comprehensive instruments) are used by states to monitor the conformance of human service providers with state requirements. This guide provides instructions for developing such a checklist as part of an instrument-based program monitoring system. The resulting instrument is intended for use by managers and technical specialists responsible for monitoring systems. It is pointed out that, although the guide focuses on monitoring systems for child day care, indicator checklists are potentially useful in other human service areas as well (e.g., foster care). The first section of the guide provides a brief introduction. The second section describes the origin of the indicator checklist concept as part of instrument-based monitoring and discusses the advantages of developing a checklist. The third section provides step-by-step instructions for constructing an indicator checklist based on an existing comprehensive instrument. The fourth section suggests ways of integrating the use of

Justice, Elaine M.
The Best Way to Remember Is...: The Development of Strategic Awareness during Elementary School.
PUB DATE- Mar 84
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Cognitive Development; Elementary Education; *Elementary School Students; Grade 2; Grade 4; Grade 6; *Learning Strategies; *Memory; *Mnemonics
IDENTIFIERS- *Rehearsal (Memory)

Developmental changes leading to mature judgments of the relative effectiveness of verbal memory strategies were examined in 60 subjects (20 each from second-, fourth-, and sixth-grade classrooms). Subjects viewed videotapes of a female child who was given the task of remembering a set of categorizable pictures. Demonstrations of four memory strategies (grouping, repeating, naming, and looking) were made. Following these demonstrations, 24 pairs of strategies were presented for paired comparison judgments. Subsequently, subjects were administered memory tasks involving picture stimuli from four taxonomic categories. Subjects were told to remember the pictures in the way that would help them remember best. Half the children in each grade first made strategy judgments and then performed the memory tasks; the order was reversed for the remaining half. Results indicated that second graders showed no significant preference for grouping over rehearsal. Fourth graders chose grouping over rehearsal as being most effective. Sixth graders demonstrated a clear preference for the grouping strategy. This increasing strategic awareness was also reflected in developmental increases in individual strategic awareness scores. Thus, although some awareness of the benefits of a categorization strategy may be evident as early as first grade, understanding of the relative benefits of categorization over rehearsal appears to develop during elementary school. (RH)

ED 251 228 PS 014 768

Katz, Lilian G.
Fostering Communicative Competence in Young Children.
PUB DATE- Oct 84
NOTE- 21p.; Paper presented at the Priorsfield Symposium on Communicative Competence in Young Children (Birmingham, England, October, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Classroom Techniques; *Communication (Thought Transfer); *Competence; Early Childhood Education; Educational Change; *Educational Practices; *Educational Principles; Interpersonal Competence; Language Acquisition; Learning Activities; Peer Relationship; Teacher Role; Teacher Student Relationship; Teaching Methods; *Young Children
IDENTIFIERS- *Social Interaction

Four research-based principles offer guidance to educators aiming to facilitate young children's acquisition of communicative competence. These principles concern the effect of interaction on the development of competence; the necessity for content in interaction; the requirement that content be ecologically valid to participants; and the impact of reciprocity in interaction on interpersonal as well as communicative competence. Educational practices likely to help children develop competence involve the availability of opportunities for interaction; involvement of children in long-term projects; participation of children in mixed-age and mixed-competence groups; using the technique of "reflection" to let children know that their feelings are accepted and to encourage children to make their understandings and misunderstandings explicit; the teacher's role in modeling language use; opportunities for children to talk with other children about many subjects; and talking to children in a serious, authentic, non-artificial way. Practices likely to inhibit the development of competence include teacher-directed large-group instruction; premature formal whole-group instruction; bias in student/teacher interaction; overuse of interrogation as a teaching technique;

ED 250 842 EC 170 876

Sailor, Wayne; Goetz, Lori

Over-21: An Education Program for Severely Disabled Adults. Final Report.

San Francisco State Univ., CA. Dept. of Special Education.

SPONS. AGENCY- California State Dept. of Developmental Services, Sacramento.

PUB DATE- 30 Jun 83

NOTE- 41p.; Funded by the California Department of Developmental Services. Appendix A which is lengthy and will not reproduce easily or clearly is available from Lori Goetz, San Francisco State University, 1600 Holloway Ave., San Francisco, CA 94132.

CONTRACT- CA-81-68120

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Continuing Education; *Multiple Disabilities; *Program Development; Program Evaluation; *Severe Disabilities; Young Adults

IDENTIFIERS- Final Reports

The final report documents accomplishments of a project designed to establish a full time continuing education program for severely multiply handicapped young adults. The Over-21 project was further designed to establish a widely replicable, innovative, model educational program as an alternative to the traditional "day care" focus of most programs for this population. The first of three sections, section I, provides a brief narrative history of the project's first year, including reasons for its location on a college campus and for placing emphasis on natural cues and contexts for instruction, and information on cost and long term program support. Section II reports on progress for each of seven objectives, which touch on areas of program development, skill acquisition, parent and caregiver training, community awareness, inservice for staff and volunteers, and program replication. The final section, section III, presents both summative and formative evaluation data, including data on student acquisition of individualized education program objectives. Appended are a daily class schedule, a table of IEP content areas for 10 students, a sample instructional program, and a graph of performance. (CL)

NOTE- 40p.; Papers presented at the Annual Gatlinburg Conference on Research in Mental Retardation and Developmenal Disabilities (17th, Gatlinburg, TN, March 7-9, 1984). Document may not reproduce well due to broken and light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; High Schools; *Mental Retardation, *Student Evaluation

This document contains papers presented at a symposium which was an outgrowth of the research project examining the cognitive deficits in mentally retarded persons. The studies which are discussed were designed to demonstrate that basic cognitive tasks are capable of predicting performance on standard measures of intelligence. The subjects of the research were 141 graduating high school seniors, who were tested on 10 different tasks of cognitive ability. In addition to the 10 tasks, each S completed the Wechsler Adult Intelligence Scale-Revised and a demographic questionnaire. An introduction to the symposium by Douglas K. Detterman briefly describes the research aims and procedures. The results of each of the 10 tasks are presented in separate papers: (1) "Reaction Time, Memory Scanning, and Recognition Correlates of Intelligence" (Frances A. Conners and Douglas K. Detterman), which presents the results of the Choice Reaction Time task, the Sternberg Search Task, and the Recognition task; (2) the paper by Peter J. Legree and Douglas K. Detterman, which discusses the Tachistoscopic Threshold, Tachistoscopic Decay, Learning, and Relearning tasks; and (3) the presentation of Rolf Taylor and Douglas K. Detterman, which reports on the Stimulus Discrimination task, the Self-Paced Probe task, and the Experimenter Paced Probe task. The general purpose of the three papers is to present the data obtained from each task, compare the results obtained in this study with those generally obtained using these tasks, and, where relevant, to compare the results of this research to those obtained in a previous study. (CL)

ED 250 859 EC 170 894

Allen-Malley, Garet; Eklund, Judy
Vermont's Procedures for the Identification of Children with Specific Learning Disabilities.

ED 250 873 EC 171 110

Earl, L. M.; Clark, K.
Report on a Parent's Questionnaire to the Task Force for the Trainable Retarded. Research Report 84-06.
London Board of Education (Ontario). Educational Research Services.
PUB DATE- 84
NOTE- 10p.; Appendixes A and B, the questionnaire and a cover letter, were not included in the document received by ERIC.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Expectation; *Moderate Mental Retardation; *Parent Attitudes; Parent School Relationship
IDENTIFIERS- Ontario (London)

The paper reports on results of a questionnaire completed by 166 parents of trainable mentally retarded students and compares results to those of a study performed 5 years earlier. Items focused on parental expectations for their adult child in employment, leisure activities, and living circumstances, and asked parents to indicate from among 15 skill areas those three most important for their child. Parents generally expected their children to be living at home or in a sheltered group home and expected them to participate in specially designed activities for trainable retarded children. The leisure activity expectations of parents represent a shift from the 1979 survey, which indicated that more parents expected their children to participate in independent activities. Communication, self-help skills, and reading were ranked the highest among 15 skill areas in both 1979 and 1984 studies. Additional questions addressed parent-school communication, parent attitudes toward the Identification, Placement, and Review Committee, and parent participation in counseling regarding their child's education. (CL)

ED 250 874 EC 171 111

Guidelines for Assessment. Technical Assistance Bulletin.
Texas Education Agency, Austin. Div. of Special Education.
REPORT NO.- GE-5-713-01
PUB DATE- Oct 84
NOTE- 175p.
AVAILABLE FROM- Texas Education Agency, 201 East Eleventh St., Austin, TX 78701 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Decision Making; *Disabilities; Elementary Secondary Education; Eligibility; Evaluation Methods; *Handicap Identification; *Referral; Special Education; *Student Evaluation; Student Placement

The manual offers suggestions regarding the assessment process for handicapped children. Seven chapters address the following topics: the assessment process (a decisionmaking model); the referral process; planning for an individual assessment (formal and informal processes); determining eligibility (the presence or absence of a disability, an educational need); individualized education plan (IEP) assessment (modification of materials and personnel, suggestions for type and level of IEP assessment); actions following the initial assessment (translating assessment data into decisions, annual review, re-evaluation); special assessment issues (general guidelines for special assessment problems and assessment of multiply handicapped, bilingual, and secondary-aged students); and personnel roles in the assessment process. (CL)

ED 250 890 EC 171 127

Dalrymple, Nancy Justin
Helping Children with Autism Manage Their Behavior.
Indiana Univ., Bloomington. Developmental Training Center.
SPONS. AGENCY- Indiana State Dept. of Public Instruction, Indianapolis.
PUB DATE- 83
NOTE- 124p.; This sourcebook is a revision of "Educating Autistic/Severely Handicapped Children--Elementary Age," Indiana Univ. Developmental Training Center, 1980.
AVAILABLE FROM- Indiana University Developmental Training Center, 2853 E. 10th St., Bloomington, IN 47405 ($7.00).
LANGUAGE- English

Bucks County Intermediate Unit 22, Doylestown, Pa.
PUB DATE- 82
NOTE- 29p.; Prepared by Project Quest, a federally funded project under Title IVC for highly gifted.
AVAILABLE FROM- Bucks County Interermediate Unit 22, Cross Keys Building, 2nd Floor, Doylestown, PA 18901 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Parent Child Relationship; *Parent Role; *Parent Workshops

The guidebook is intended to serve as a model for educators interested in facilitating workshops for parents of highly gifted children. An out growth of a federal project to identify, work with, and develop support and suggestions for highly gifted children, their teachers, and their parents, the guidebook begins with a discussion of its objectives in parent workshops. Subsequent sections touch on the factors involved in setting the tone and special and common concerns of parents of highly gifted children. Sample agendas and materials for a five-session course conclude the booklet. The sessions are designed to allow mutual trust and momentum to build within the workshop group; they are entitled: Identifying Concerns and Expectations, The Family Unit, Developing Self-Management Skills, Building Self-Esteem, and Practical Applications of Parenting Approaches. (CL)

ED 250 905 EC 171 143

LoGiudice, James; And Others
Archaeology: A Guide to Archaeology for Highly Gifted Students. Project Quest.
Bucks County Intermediate Unit 22, Doylestown, Pa.
PUB DATE- 82
NOTE- 74p.; Produced by Project Quest, a federally funded project under Title IVC for highly gifted.
AVAILABLE FROM- Bucks County Intermediate Unit 22, Cross Keys Building, 2nd Floor, Doylestown, PA 18901 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; *Gifted; High Schools; *Independent Study;

French exposure in the immersion program's early grades. (MSE)

ED 250 918 FL 014 657

van Naerssen, Margaret; Riggenbach, Heidi

How Important Is Accuracy/Mastery for Chinese Students Learning English as a Foreign Language?

PUB DATE- Aug 84

NOTE- 16p.; A preliminary report on this study was given at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Houston, TX, April 1984). Questionnaire has blurred print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Communication Skills; Communicative Competence (Languages); *Educational Needs; *Educational Objectives; Language Attitudes; *Language Fluency; Scientists; *Second Language Learning

IDENTIFIERS- *Chinese People; *English for Science and Technology

Part of a study of the oral communication skills of Chinese scientists in an intensive course in English for science and technology focused on the importance of attaining accuracy or mastery for their specific language needs and the error tolerance level of English-speaking scientist peers. Three students in each of three different science specialties at the Graduate School English Language Center in Beijing were chosen as subjects for speech samples of two types: one a planned presentation as in a formal, professional setting; the other, unplanned, informal conversation. The three students in each specialty had language skills considered good, average, and weak. Native English-speaking scientists and English teachers evaluated the taped speech samples. Results suggest that the Chinese scientists probably could function adequately in formal and informal professional settings and have adequate speech speed, but with only acceptable grammar. It is also concluded that the program had successfully lowered the psychological barrier about making mistakes in English. Adjustment of language programs' expectations of accuracy and fluency to meet the real language needs of the students, weighing grammatical accuracy against other factors such as word choice and pronunciation, is recommended. Appendices consist of the evaluation questionnaire and two statistical tables showing results. (MSE)

affected by interpersonal negotiations, an example of how language can come to have social values attached to it. (Author/MSE)

ED 250 932 FL 014 689

Tannen, Deborah

Ethnicity as Conversational Style. Sociolinguistic Working Paper Number 55.

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.

PUB DATE- Jan 79

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Cultural Context; *Ethnicity; *Intercultural Communication; *Interpersonal Communication; *Language Styles; *Language Usage; *North Americans; Semantics; Suprasegmentals; Syntax

IDENTIFIERS- *Greeks

The relationship of one aspect of conversational style, the degree of directness in the sending and interpretation of messages, to ethnicity was investigated in a comparison of the communication styles of Greeks and Americans. It was hypothesized that Greeks tend to be more indirect in speech than Americans, and that English speakers of Greek ancestry may have Greek communicative styles. These hypotheses were tested through observation of interactions, interviews with Greeks and Americans with bicultural experience about their interaction experiences, and a questionnaire based on an actual conversation. It is concluded from the findings that conversational style, which is strongly influenced by family communicative habits, is more resistant to change than more apparent marks of ethnicity such as retention of parents' language. Furthermore, understanding the patterns of retention or loss of ethnically-related communicative strategies can offer insight into the assimilation from Greeks to Greek-Americans. (MSE)

ED 250 933 FL 014 690

trivializing it. The Quaker response was that if the plain style did not deserve so much attention, why did the non-Quakers oppose it so vehemently? The fact is that it did become a rallying symbol for both Quakers and non-Quakers during this peak period of the Quakers' missionary zeal. (MSE)

ED 250 946 FL 014 703

Salzmann, Zdenek

Naming Persons in Bigar, a Czech-Speaking Village in the Southern Romanian Banat. Sociolinguistic Working Paper Number 89.

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 81

NOTE- 34p.; For other titles in this series, see FL 014 699-705 and FL 014 707.

AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Culture Contact; *Czech; Females; Foreign Countries; Males; *Rumanian; *Rural Areas; *Sociocultural Patterns; Sociolinguistics; *Traditionalism

IDENTIFIERS- *Names; Nicknames; *Rumania

The unusually elaborate system of nicknaming in the Romanian village of Bigar, wih a population of 340, is influenced by the region's history. Every villager has a legal name consisting of a given or first name and a family name, both conforming to Romanian orthography. The villagers may also use the corresponding Czech forms in informal contexts with other Czech speakers. The custom of placing the family name before the given name is followed with the Czech forms. Females' family names are rarely given the feminine suffixes that are obligatory in formal Czech. The repertory of given names used is very conservative, currently consisting of 26 male and 26 female names. To distinguish among individuals whose full names are identical, diminutives or familiar names are used, some of which continue to reflect past foreign models or otherwise depart from modern Czech usage. Names of children born in the last 15 years are similar to those of the preceding three generations or longer, and to those most widely used in Bohemia and Moravia from the late Middle Ages to the early 19th century. A very small number reflect German influence, only one is borrowed from Magyar, and principles of second language acquisition rather than the primary influence of formal instruction on English tense formation. (Author/MSE)

HE

ED 250 961 HE 016 841

Ontario Ministry of Colleges and Universities. Statistical Summary, 1980-81 = Ontario Ministere des Colleges et Universites. Releve recapitulatif des statistiques de 1980-81.
Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- 83
NOTE- 133p.; For a related document, see HE 017 762. For earlier editions, see ED 176 703 and ED 210 945.
LANGUAGE- English; French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Certification; College Faculty; College Freshmen; College Students; Degrees (Academic); *Educational Finance; *Enrollment Trends; Foreign Countries; Full Time Students; Graduate Students; Part Time Students; *Postsecondary Education; State Aid; Student Characteristics; *Teacher Salaries; Technical Institutes; Undergraduate Students
IDENTIFIERS- Canada; *Ontario; *Public Colleges

Data for 1980-1981 on students, staff, and finances for provincially-assisted postsecondary educational institutions in Ontario, Canada, are presented. Among others, the statistics cover the following topics: full-time undergraduate and graduate enrollment, by institution and program, at the universities, Ryerson, and the Ontario College of Art, fall 1980; educational background of new students from Ontario; degrees granted in 1980 at the bachelor's, master's, and doctoral levels; undergraduate diplomas and certificates; 1980 postsecondary and non-postsecondary enrollment by institution and division at colleges of applied arts and technology; enrollment in adult training programs at colleges of applied arts and technology, 1978-1981; apprenticeship and certification programs, 1975-1981; graduates of full-time

by institution, 1981-1982. (SW)

ED 250 975 HE 017 785

Horizons, 1985-86. A Guide to Post-Secondary Education in Ontario.
Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- 84
NOTE- 169p.; Document contains small print.
AVAILABLE FROM- Communications Services Branch, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1L2, Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; *College Programs; Correspondence Study; Degrees (Academic); Disabilities; *Foreign Countries; Institutional Characteristics; Older Adults; *Postsecondary Education; Program Descriptions; Skilled Occupations; Student Costs; Student Financial Aid; *Technical Institutes; Universities; *Vocational Schools
IDENTIFIERS- Canada; *Ontario

A comprehensive summary of postsecondary educational opportunities in Ontario is presented to assist students in choosing a course of study. After presenting information on student costs and student financial assistance, general information on Colleges of Applied Arts and Technology is provided. For each college, apprenticeships programs, regular programs, and short programs are identified. An index of programs is included. Profiles of each college are also provided that include enrollment data, program descriptions, and information on alternative learning opportunities. Additionally, an overview of apprenticeship programs and descriptions of specific trades are presented. General information on Ontario universities, a chart of study programs available at Ontario universities, and profiles of each institution are included. The profiles include information on admission requirements, degrees offered, tuition and fees, financial assistance, and enrollments. Profiles are also provided for other postsecondary education institutions (e.g., chiropractic colleges, agricultural technology colleges, hospital programs, business institutes, and art colleges). Finally, correspondence study programs, facilities for disabled students, native studies, and private vocational schools are covered. (SW)

ED 250 989 HE 017 844

Western Australian Post Secondary Education Commission. Seventh Annual Report for the period 1 January to 31 December, 1983.
Western Australian Post Secondary Education Commission, Nedlands.
PUB DATE- 17 Apr 84
NOTE- 26p.
AVAILABLE FROM- Western Australian Postsecondary Education Commission, P.O. Box 135, Nedlands, W.A. 6009, Australia
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Planning; *Foreign Countries; Geographic Distribution; *Long Range Planning; *Postsecondary Education; Public Education; *State Boards of Education; State Universities; Technical Education; Technical Institutes; Universities
IDENTIFIERS- *Australia (Western Australia); *Western Australian Post Secondary Education Comm

The 1983 annual report of the Western Australian Post Secondary Education Commission identifies 1983 planning activities, describes the Western Australia postsecondary system, and presents the long-term planning strategy. Eight major proposals for the Commission's activities during the 1985-1987 period are given. The proposals concern: growth in the provision of higher education; substantial growth and some diversification for Murdoch University and the Western Australian College of Advanced Education; modest growth at the University of Western Australia and the Western Australian Institute of Technology; substantial growth of technical and further education; the development of an advanced education facility at Bunbury; the development of an advanced education study centre in the northwest corridor of Perth; the provision of places and resources to promote further development of contracting and advanced education courses; and the development and refinement of measures to improve access to education. Appendices include: a list of the functions and duties of the commission, information on 1983 major committees of the commission and a list of committee members, a list of commission staff at the end of 1983, and a list of commission receipts and payments for 1983. (SW)

ED 250 990 HE 017 845

Institutional Self-Study" (F. Craig Johnson); and "Statewide System for Assessment of Institutional Basic Skills Programs" (Madan Capoor, Edward Morante). (SW)

ED 251 003 HE 017 861

Reihman, Jacqueline M.; And Others

Using Developmental Indices in Evaluating an Honors College Program.

PUB DATE- Aug 84

NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academically Gifted; Achievement Need; *College Students; Comparative Analysis; Higher Education; *Honors Curriculum; Individual Development; Learning Motivation; *Program Evaluation; Student Characteristics; *Student Development

IDENTIFIERS- State University of New York Coll at Oswego

Results of an evaluation of a college honors program are presented. Honors students at the State University of New York at Oswego were compared to four other student samples attending the same college: (1) nonhonors students matched on sex, major, and grade point average; (2) students who had dropped out of the honors program; (3) students invited to participate in the honors program but who declined the invitation; and (4) a random sample of general students. Questionnaires and academic protocols were administered to 114 students to provide information on demographic and academic characteristics of the samples; academic motivation, intellectual/cognitive development, moral development, and personality development. Results indicated that the honors program: (1) met the academic and institutional goals set forth in its mission statement; (2) served to stimulate intrinsic versus extrinsic motivational orientations toward achievement; and (3) has fostered an environment of active searching among potential choices or commitments in the development of personal identity. The results are discussed in terms of specific program recommendations and the general need for systematic evaluation of the growing number of programs designed for college-level gifted students. (Author/SW) between college and business, and routes of access by which students move to business careers. (SW)

ED 251 017 HE 017 878

Shulman, Carol Herrnstadt
What Are the Career Paths in Business of Humanities Graduates?
Association of American Colleges, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Apr 83
NOTE- 17p.; Paper presented at a conference sponsored by the Association of American Colleges and the National Endowment for the Humanities (Princeton, NJ, April 27-29, 1983). For related documents, see HE 017 872-879.
AVAILABLE FROM- Office of National Affairs, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; *Career Ladders; *College Graduates; *Employment Experience; Higher Education; *Humanities; Liberal Arts; *Majors (Students); Personnel Selection

Career paths of humanities majors are discussed, based on the results of research studies. Attention is directed to: the shifting pattern of student enrollment by major field; employment opportunities in the corporate sector; entry-level employment opportunities; and long-range data that describe the career paths of college graduates. While business and computer science majors have increased, decreases have occurred in arts, humanities, and social sciences majors. Longitudinal data on career paths show that humanities graduates have fared as well in their careers as vocationally-trained graduates. However, humanities graduates face special problems when they seek their first job after college. There are limited opportunities for access to campus recruiters and limited interest by employers in those with liberal arts backgrounds. While technological knowledge may be useful to college graduates, the communication and interpersonal skills used in administrative positions are usually learned in a liberal arts curriculum. Colleges are beginning to recognize a need for more broadly educated graduates. Liberal arts requirements for business majors and business-related courses or cooperative education experience for liberal arts graduates are also important. (SW)

ED 251 031 HE 017 896

Reports of the Task Forces on Science, Social Studies, Foreign Language, English and Mathematics.

Ohio Advisory Council for College Preparatory Education.; Ohio Board of Regents, Columbus.; Ohio State Board of Education, Columbus.

PUB DATE- 8 Nov 82
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Advisory Committees; *Articulation (Education); *College Preparation; *College School Cooperation; Educational Objectives; English Instruction; *Graduation Requirements; Higher Education; History; Secondary Education; *Secondary School Curriculum; Secondary School Mathematics; Secondary School Science; Second Language Instruction; Social Studies
IDENTIFIERS- *Ohio

The curriculum recommendations of the Advisory Commission on Articulation Between Secondary Schools and Ohio Colleges are presented, along with the recommendations of the Advisory Council for College Preparatory Education. The recommendations for college preparatory science programs include the laboratory experiences and scientific vocabulary, as well as specific coursework in earth science, biology, chemistry, and physics. Recommendations for social studies programs cover goals for students of history, American history, American government, comparative government, social sciences, world history, and current events. The recommendations for foreign language study concern both modern and classical languages and specifically consider grammar and syntax, vocabulary, listening, speaking, reading, writing, and culture. Recommendations for English address specific writing skills, language, grammar, sentence and paragraph structure, writing organization, and reading skills. Finally, the recommendations for mathematics outline minimum requirements and topics that should be covered in algebra, geometry, trigonometry, analytic geometry, probability and statistics, along with computer program requirements. The members of each subject area task force are identified. (SW)

ED 251 045 HE 017 911

International Directory of Higher Education Research Institutions.
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

REPORT NO.- ISBN-92-3-001928-3
PUB DATE- 81
NOTE- 153p.; Introductions and indexes in French, Spanish, and Russian are also provided.
AVAILABLE FROM- UNESCO, 7 Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Foreign Countries; *Higher Education; Institutional Characteristics; International Educational Exchange; *International Organizations; Publications; *Research and Development Centers; *Research Projects
IDENTIFIERS- Belgium; Canada; Finland; France; Netherlands; Poland; Spain; Sweden; United States; West Germany

A directory that provides information on institutions and international organizations engaged in research on higher education is presented to strengthen international cooperation. For each institution, the following information is provided: official institutional name, address, phone number and telex number, cable address, director or head, organization on which the institution depends administratively, the size of staff--total and professionals, main field of research, type of users for which the institution was established, objectives of the research carried out in the institution, whether the institution answers foreign inquiries, titles of periodical publications, titles of publications issued in the last 3-4 years, and major current themes of research. Both national and international institutions are included. English translations are given for publication titles that are not in English. In addition to the United States, Canada, and Israel, the following 25 European countries are covered: Austria, Belgium, Bulgaria, Czechoslovakia, Denmark, Finland, France, East Germany, West Germany, Greece, Hungary, Italy, Luxembourg, Netherlands, Norway, Poland, Portugal, Romania, Spain, Sweden, Switzerland, Turkey, U.S.S.R., United Kingdom, and Yugoslavia. (SW)

Consideration is also given to institutional policies and practices affecting recruitment, job assignments and workload, support services, communication with peers and participation in governance, compensation and fringe benefits, and job security. The evaluation and development of part-time faculty at two-year colleges are also addressed. (SW)

ED 251 059 HE 018 085

Integrity in the College Curriculum: A Report to the Academic Community. The Findings and Recommendations of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees.

Association of American Colleges, Washington, D.C.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.; Pew Memorial Trust, Philadelphia, Pa.

REPORT NO.- ISBN-0-911696-18-0

PUB DATE- Feb 85

NOTE- 62p.; Funding also provided by the Buhl Foundation.

AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($2.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - Bibliographies (131)

DESCRIPTORS- Accountability; Annotated Bibliographies; *Bachelors Degrees; *College Curriculum; College Faculty; *College Instruction; College Role; Degree Requirements; Educational Objectives; Educational Policy; *Higher Education; Improvement Programs; Liberal Arts; Specialization; Teacher Responsibility; Teaching (Occupation); Teaching Skills; *Undergraduate Study

IDENTIFIERS- Institutional Mission; *Project on Redefining the Baccalaureate Degree

The state of bachelor's level study and recommendations for improvement are addressed, along with policy issues concerning college missions, based on the work of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees. Attention is directed to: the decline and devaluation of the undergraduate degree, faculty responsibility, minimum curriculum requirements, in-depth study, the problem of accountability, and the profession of college teaching. It is suggested that the following nine experiences are essential to undergraduate education: (1) inquiry, abstract logical thinking, and critical analysis; (2) literacy in

Knoxville. (THC)

ED 251 073 IR 050 895

Performance Review. SPEC Kit 14.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 74
NOTE- 133p.; Best copy available; legibility varies.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Evaluation Methods; Higher Education; Job Performance; *Library Personnel; Library Research; *Personnel Evaluation; Personnel Management; Records (Forms); *Research Libraries
IDENTIFIERS- *Performance Appraisal

This kit contains a collection of representative documents on performance review procedures in academic and research libraries. Multiple documents from the Pennsylvania State University Libraries include a management guide to performance evaluation, a memo on performance evaluation from the librarian, and forms and instructions for use of both the librarian performance evaluation and the clerical-technical service performance evaluation forms. The collection also contains: "Performance Evaluation Guidelines" (University of Washington); "Evaluation Program for Librarians" and "Librarian Interviews" (Wayne State University); "Profile of Professional Activities Format" (Indiana University Libraries); "Ad Hoc Committee on Professional Criteria Final Report" (Indiana University Libraries); "Performance Appraisal Program" (Stanford University); "Rating Scale Evaluation of Professional Librarians" (Duke University Library); "General Guidelines for Professional Performance Appraisal" (Columbia University); "SEC Evaluation Form" (University of Illinois); "Professional Performance Review" (University of Kentucky Libraries); "Suggested Criteria for Promotion of Library Faculty" (Notre Dame University); "Job Performance Evaluations for Non-Academic Staff" (Washington University Libraries); "Promotion Plans for Librarians" (University of Maryland, College Park); and "Performance Evaluation Form" (Indiana University Libraries). (THC)

ED 251 088 IR 050 910

Preparation and Presentation of the Library Budget. SPEC Kit 32.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Apr 77
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Budgeting; Budgets; Higher Education; *Library Administration; *Library Planning; Library Surveys; *Research Libraries

This kit on the preparation and presentation of the library budget in Association of Research Libraries (ARL) institutions contains a concise summary of the results of a 1977 member survey on budget preparation and eight related primary source documents. The summary of the Systems and Procedures Exchange Center (SPEC) survey focuses on types of budgets and budget formats, staff involvement in budget preparation, budget planning, the budget process, the budget presentation, and trends and needs. The source documents include: (1) an outline of the budget process from Texas A&M University; (2) two examples of budget instructions from University of Wisconsin and Washington University; (3) a document on budget committees from Rutgers University; (4) examples of budget presentations from Emory University and University of Tennessee/Knoxville; (5) support data for budget preparation from Princeton University; and (6) a document on budget planning from Princeton University. (THC)

ED 251 089 IR 050 911

The Integration of Nonprint Media. SPEC Kit 33.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- May 77
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive

ED 251 102 IR 050 924

Planning for the Future of the Card Catalog. SPEC Kit 46.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Jul 78
NOTE- 183p.; A few pages will not reproduce well due to poor print quality in the original document.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Card Catalogs; Higher Education; *Library Automation; *Library Catalogs; *Library Planning; *Library Services; Library Technical Processes; Online Systems; Position Papers; *Research Libraries
IDENTIFIERS- *Online Catalogs

A 1978 information survey of Association of Research Libraries (ARL) members indicated that at that time, only a few large libraries were planning to freeze their card catalogs and set up alternative catalog forms as a response to decisions made by the Library of Congress to freeze its card catalog, supply access to its collection through an automated system or computer-output-microfilm (COM), and adopt the second edition of the Anglo-American Cataloging Rules (AACR2). This collection of documents on planning for the future of the card catalog contains: (1) selected excerpts of "The Changing Character of the Catalog in America" by David C. Weber (reprinted from The Library Quarterly); (2) general planning documents from Princeton University, Cornell University, and University of California/Berkeley; (3) documents on technical planning/costs from University of California/Los Angeles, the Southeastern Library Network (SOLINET), and Johns Hopkins University; (4) documents on reader/user services from University of California/Berkeley, University of Toronto, and the New York Public Library; and (5) documents on staff participation and education from University of Toronto, the New York Public Library, and Cornell University. A bibliography of journal articles and monographs on the current status and future of library catalogs, a sample program from an information series on COM catalogs from University of Toronto, and selected resources on closing the catalog prepared by Johns Hopkins University are provided. (THC)

ED 251 116 IR 050 938

Retrospective Conversion. SPEC Kit 65.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jun 80
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Catalogs; *Library Cooperation; *Library Networks; *Research Libraries; *Union Catalogs
IDENTIFIERS- *Retrospective Conversion (Library Catalogs)

This Systems and Procedures Exchange Center (SPEC) kit on retrospective conversion, which replaces a 1975 kit on reclassification, is based on interviews with and documents from Association of Research Libraries (ARL) members participating in retrospective conversion (recon). (Reclassification is almost always conducted as a sub-project of retrospective conversion.) The kit comprises: (1) cooperative network and utility documents on recon from the Internetwork Quality Control Council, the Research Libraries Group, Inc., Palinet, and the AMIGOS Bibliographic Council; (2) systemwide and individual library documents from Texas A&M University, University of California Systemwide Administration, University of California, National Library of Medicine, Joint University Libraries, and University of Colorado-Boulder; and (3) an excerpt from an ARL-sponsored study focusing on the development of cost models for alternatives to the card catalog. The concise summary that introduces the kit briefly discusses key decisions; planning concerns; and issues and trends, including the development of guidelines that can be applied by many libraries. (THC)

ED 251 117 IR 050 939

Planning for Preservation. SPEC Kit 66.
Association of Research Libraries, Washington, D.C. Office of

ED 251 130 JC 840 570

Flamm, Ann L.

The Reading Area Community College Faculty Development Project Final Report: Classification and Integration of Software/Computer Literacy.

Reading Area Community Coll., Pa.
PUB DATE- 30 Sep 84
NOTE- 68p.; Developed with support from a Strengthening Program Grant.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Literacy; *Computer Science Education; Course Descriptions; *Courseware; *Mathematics Instruction; Program Descriptions; Two Year Colleges; Videotape Recordings
IDENTIFIERS- *Software Evaluation

Results are presented from a faculty development project conducted at Reading Area Community College (RACC) to examine and organize the college's software holdings; prescribe support software for mathematics courses; create a computer literacy unit for the Foundations of Mathematics course; and view and describe RACC's mathematics videotapes. The report includes a review of the rationale for the project, a description of the methodology used, a discussion of time frames, a narrative of project outcomes, and a presentation of conclusions and recommendations. The bulk of the report consists of appendices, which provide: (1) software recommendations, which include information on the recommended package and its vendor and provide a brief description of contents; (2) a proposal for microcomputer use at RACC in academic and support areas; (3) an inventory of the software and math videotapes available at RACC, which identifies and describes the software packages and videotapes and offers recommendations for their use; (4) course outlines for RACC's Foundations of Mathematics and Developmental Mathematics courses; and (5) the computer literacy unit, which includes information on the history of the computer, an overview of programming languages, and an introduction to basic programming. (LAL)

ED 251 144 JC 840 609

Phillips, Herbert
The Care and Feeding of Part Time Teachers.
PUB DATE- 27 Oct 84
NOTE- 8p.; Paper presented at the National Conference of the National Council for Staff, Program and Organizational Development (Atlanta, GA, October 27-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Faculty College Relationship; *Faculty Development; Instructional Improvement; *Part Time Faculty; *Teacher Morale; Two Year Colleges

The role of part-time faculty in the community college is discussed in this paper along with ways of improving their performance and morale. Introductory material outlines the advantages of employing part-time teachers (e.g., low cost, high motivation, and fewer commitments), and specifies some of their particular needs (e.g., stability, provision for illness, and the desire to feel needed). Next, the paper highlights important elements for improving part-timers' performance and morale: (1) a president who will support the interests of part-time faculty; (2) a staff development program for part-timers including needs assessment, an orientation session, workshops and seminars, and a developed process of evaluation; (3) freedom for part-timers to innovate and experiment; (4) the need to overcome the prejudices of students and full-time faculty toward part-time instructors; (5) the importance of enhancing the part-timer's pride in his/her work; (6) the need to increase part-timers' participation in departmental and campus activities; (7) the provision of adequate time for part-time faculty to prepare for classes; and (8) a system of performance evaluation. (HB)

ED 251 145 JC 840 610

ED 251 158 JC 850 003

DeVries, James E.
Opportunity: The First Twenty Years. Monroe County Community College, 1964-1984.
Monroe County Community Coll., Mich.
PUB DATE- 84
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Campus Planning; College Presidents; Community Colleges; Community Involvement; *Educational Change; *Educational History; *Institutional Characteristics; *Leadership; Two Year Colleges
IDENTIFIERS- *Monroe County Community College MI

The 20-year history of Monroe County Community College (MCCC) is traced in this publication. After an introduction to the methods employed in developing the portrait of the college, chapter 1 discusses MCCC's beginnings. This chapter reviews the background to the expansion of community college education across the nation, the state and local factors involved in the expanding two-year college movement, and the pattern of events leading to the vote from the citizens of Monroe County in 1964 to establish a college. Chapter 2 highlights the role played by the local community in developing a study of the possibilities for creating a community college and in marshalling an effective campaign to gain voter approval for the project. Chapter 3 addresses the problems involved in building the campus, including applying for government aid, formulating a budget, levying taxes, obtaining a site for the campus, and selecting a president. Drawing from a survey of MCCC employees conducted to gain a sense of major trends, chapter 4 discusses the principle issues faced in the creation of the college and the changes in the college's clientele and priorities. Chapter 5 outlines the process by which the first and only president of MCCC was selected and emphasizes the critical importance of leadership in building a college. (HB)

user fees. (CB)

ED 251 172 PS 014 678

Who Will Mind the Babies?
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- 84
NOTE- 23p.; Prepared by the Committee on Public Policy and Public Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Certification; Child Advocacy; *Child Caregivers; Consumer Education; *Day Care Centers; Early Childhood Education; *Family Day Care; Financial Support; Government Role; *Infants; Position Papers; *Public Policy; Quality Control; Research Needs; Teacher Education; *Toddlers

This policy statement provides a framework for thinking about the many issues involved in developing assurance of adequate child care opportunities for infants and toddlers under 3 years of age. Specifically, the statement discusses (1) the special needs of infants and toddlers; (2) public policies to provide both financial and emotional support for parents who remain at home to care for infants and toddlers; (3) professional recognition, certification, and training for caregivers of infants and toddlers; (4) financing, regulating, and accrediting adequate day care and educating consumers; and (5) policy-relevant research issues concerning child care for very young children. It is argued that addressing the child care needs of infants and toddlers and their families is a process that must involve parents; professionals; employers; voluntary, community, and religious groups; and government. National Center staff are available to assist policymakers in locating research and clinical data that will help those seeking approaches to infant and toddler child care. (CB)

ED 251 173 PS 014 679

volunteer application form; (10) an FGP annual income review; (11) a volunteer enrollment record and insurance form; (12) a progress report on older American volunteer programs; and (13) a project profile and volunteer activity survey form for older American volunteer programs. (RH)

ED 251 186 PS 014 719

Suarez, Tanya M.; And Others
Telecommunications. Training for Day Care Teachers, Aides, and Administrators: A Comparative Study. A Summary Report.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- North Carolina State Dept. of Human Resources, Raleigh. Office of Day Care Services.
PUB DATE- May 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Audiovisual Aids; *Child Caregivers; Comparative Analysis; *Day Care; Early Childhood Education; Inservice Education; *Preschool Teachers; *Telecommunications; *Training; Videotape Cassettes
IDENTIFIERS- *Face to Face Communication; Slow Scan Television

This study compared the effectiveness of three types of telecommunications technology and a traditional face-to-face approach in training day care teachers, aides, and administrators. The technologies were audio telecommunications with (1) audiotapes and slides, (2) videotapes, and (3) slowscan television. Data were collected through observations of training implementation, knowledge pretests and posttests, an opinionnaire, and a demographic survey of trainee characteristics. Results indicated that each training approach could be presented to cover the same content and procedures in similar amounts of time. Each approach resulted in a significant increase in knowledge, and none of the approaches was more effective than others in achieving knowledge gain. Subjects viewed traditional sessions more positively than audio or slowscan television sessions and preferred sessions delivered at a single site to multi-site sessions. Trainees who initially knew the least about the content learned the most. Other trainee characteristics were not related to the amount of learning that occurred. It was concluded that telecommunications technologies can effectively be used for training day care

indicator checklists with comprehensive instruments and provides ideas on implementation. Appendices contain detailed information on technical issues such as quantitative methods for selecting particular predictor items. (RH)

ED 251 200 PS 014 734

Zelkowitz, Phyllis
Comparing Maternal and Child Reports of Children's Social Networks.
PUB DATE- Aug 84
NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Comparative Analysis; Interviews; *Measures (Individuals); *Mother Attitudes; Mothers; Preschool Children; *Social Networks; *Social Support Groups; Test Construction; Test Reliability

A set of instruments was developed to study children's social networks. Mothers and their preschool-age children were interviewed with regard to (1) the composition of each child's social network and (2) the performance of support functions by network members. To determine the reliability of measures, a pilot sample of mothers and children was interviewed again after 1 to 2 months. Both maternal and child reports of network functioning exhibited considerable stability. Data from the study sample of 60 preschoolers and their mothers were analyzed to evaluate the internal consistency of the measures and the relationship between maternal and child reports of functions performed by network members. Scales derived from the interview data showed good internal consistency. Considerable correspondence also existed between maternal and child reports regarding members of the child's social network. Findings suggested that mothers provide reliable information about the support provided by members of their children's social networks. (Author/RH)

ED 251 214 PS 014 748

Drotar, Dennis

Early Treatment Outcome in Failure to Thrive: Predictions from a Transactional Model.

SPONS. AGENCY- National Inst. of Mental Health (DHEW), Bethesda, Md.

PUB DATE- Aug 84

NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Body Height; Body Weight; *Family Income; *Family Size; *Family Structure; *High Risk Persons; Models; *Nutrition; Physical Development; *Predictor Variables

IDENTIFIERS- *Failure to Thrive Infants

Children diagnosed with environmentally based failure to thrive early during their first year of life were seen at 12 and 18 months for assessment of psychological development (cognition, language, symbolic play, and behavior during testing). Based on a transactional model of outcome, factors reflecting biological vulnerability (wasting and stunting) and family ecology (income level, family size, and ratio of adults to children) were correlated with outcome measures. Predictions that outcome would reflect biological vulnerability and family ecology were upheld for Bayley Mental Development Index and Symbolic Play scores at 18 months but not at different ages or for other measures. Children who were less malnourished at study intake and who were from families with higher incomes had higher levels of cognitive development. Children who were less malnourished and from families with higher incomes and a higher ratio of adults to children had higher Symbolic Play scores. Findings underscored the utility of a transactional model in predicting psychological outcome for childhood disorders such as failure to thrive. It was suggested that models of research and clinical intervention in failure to thrive should consider the conjoint influences of the child's nutritional status and family ecology, especially the impact of resources and their allocation on psychological outcome. (Author/RH)

allowing judgments of children's competence to influence response time allocated to children; focusing on language as an object of primary concern; and bribing reluctant children to speak. Improving educational practice is likely to require giving attention to: (1) teachers' comprehension of communicative competence; (2) detrimental customs and traditions in educational practice; and (3) institutional constraints on instruction. (RH)

ED 251 229 PS 014 769

Toy Safety Act. Hearings before the Subcommittee on the Consumer of the Committee on Commerce, Science, and Transportation. United States Senate, Ninety-Eighth Congress, Second Session on S.2650 (June 8 and July 2, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.

REPORT NO.- S.-Hrg.-98-971
PUB DATE- Jul 84
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accident Prevention; Children; *Consumer Protection; *Federal Legislation; Federal Regulation; Hearings; Injuries; *Safety; *Toys
IDENTIFIERS- Age Appropriateness; Congress 98th; Hazards; Labeling (Of Objects); Product Recall; *Product Safety; Proposed Legislation

Passage of the Toy Safety Act of 1984 (S.2650) would allow the Consumer Product Safety Commission (CPSC) to order the immediate recall of toys and children's articles that create a substantial risk of injury to children. The CPSC would no longer be required to issue a final rule banning a hazardous toy or article before it may begin a recall procedure. Nor would the CPSC be required to complete a rule-making proceeding to transfer its regulatory functions from one act to another. (Both rule-making and transfer processes require months or years to complete, thus permitting a hazardous product to remain in the marketplace.) Witnesses appearing before the subcommittee represented governmental and nongovernmental agencies, state legislatures, manufacturers and distributors of children's products and their associations, health organizations, consumer advocate groups, day care providers, and institutions of higher education. Testimony centers on (1) the rationale for the act; (2) characteristics of hazardous and safe

ED 250 843 EC 170 877

Cranston, Rachael
Parenting without Vision in 1000 Easy Lessons.
Bananas, Inc., Oakland, Calif.
SPONS. AGENCY- San Francisco Foundation, Calif.
PUB DATE- 82
NOTE- 43p.
AVAILABLE FROM- Bananas, Inc., 6501 Telegraph Avenue, Oakland, CA 94609, for further information on package containing manual (regular-sized print) and Braille pages; available on loan from institutions in possession of the package.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Blindness; *Child Rearing; *Visual Impairments
IDENTIFIERS- Parent Resources

The manual, available in large print, in regular sized print, and in braille, is designed to help blind parents acquire parenting skills. The manual at hand, contains large print, and is based on interviews with 11 blind or severely visually impaired parents, 8 women and 3 men. The beginning section addresses the importance of attitude in child rearing. Subsequent sections focus on the following topics: post-partum feelings, early infancy care, feeding, diapering, bathing, health and medical considerations, toddler care, limit setting, and toilet training. A section on resources lists sources of adaptive aids, books, organizations, and toys. (CL)

ED 250 844 EC 170 878

Mealor, David J., Abrams, Pamela F.
WISC-R Subtest Pattern Stability and Learning Disabilities: A Profile Analysis.
PUB DATE- Aug 84
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services.
PUB DATE- 84
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Decision Making; Elementary Secondary Education; *Eligibility; *Handicap Identification; *Learning Disabilities; Referral; Student Characteristics; Student Evaluation
IDENTIFIERS- *Vermont

The booklet outlines Vermont's procedures for identifying learning disabled (LD) students. Following an introduction and a review of definitions of LD, information is presented on the pre-referral process (including the composition and function of the building based support team and procedures for data collection). The eligibility process is addressed in terms of ability and achievement assessment, exclusionary considerations, factors in the decision making process, and the 3 year re-evaluation. A final section focuses on alternatives for ineligible, low achieving children. Among appended information is a learner characteristics checklist. (CL)

ED 250 860 EC 170 895

Prillaman, Douglas
Attitudes of School Principals regarding the Mainstreaming of Handicapped Children.
PUB DATE- 83
NOTE- 16p.; Tables may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Disabilities; Elementary Secondary Education; *Mainstreaming; Principals; Student Placement

Forty-two principals completed an inventory on attitudes toward mainstreaming handicapped students. Principals responded to each of 40 statements on a five-point scale. Among findings were that one-third supported the special class model as the best placement for handicapped children, yet approximately three quarters believed that normal Ss profit from contact with the handicapped; only four principals believed that mainstreaming would have a negative effect

Cagle, Allyson; Shannon, Cheryl
Curriculum Guide for the Chronic Mentally Ill in the Pre-Discharge Program at East Mississippi State Hospital.
PUB DATE- 30 Jul 83
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Deinstitutionalization (of Disabled); *Emotional Disturbances; Program Descriptions; *Transitional Programs; Young Adults

The paper describes the pre-discharge program for chronically mentally ill patients at East Mississippi State Hospital and outlines program curriculum units. The program's requirements for admission, enrollment capacity, length of stay, program standards (on such matters as referral, assessment, and case records) and the typical activity schedule are summarized. The curriculum guide outlines subtopics, materials, and resources for 18 units: health and hygiene; communication with others; coping skills; religion; medication management; nutrition, cooking, and table manners; home management; recreation and leisure time; transportation; practical living skills; comparative shopping; consumer economics; mail order buying; money management; government and law; community resources; job skills; normalizing skills; and sexuality. (CL)

ED 250 875 EC 171 112

Hurst, Judith A.
Relationship of Physiological Parameters and Achievement in Wheelchair Athletics.
PUB DATE- Mar 84
NOTE- 9p.; Paper presented at the Southern District of the American Alliance of Health, Physical Education, Recreation, and Dance Convention (Biloxi, MS, February 25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletics; *Exercise Physiology; *Muscular Strength; *Physical Disabilities; *Physical Fitness; *Track and Field
IDENTIFIERS- *Wheelchair Athletics

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Autism; *Behavior Modification; *Classroom Environment; Elementary Secondary Education; Intervention; *Operant Conditioning; *Self Control; Teaching Methods

The sourcebook addresses ways to help autistic children manage their behavior by analyzing the learning environment, discussing behavior management techniques, and giving specific procedures for increasing attention and compliance. Introductory sections review the philosophy that emphasizes respect and self-confidence gained through success. Three major chapters address the following topics: creating a physical environment for learning (organization of time and data, application to other environments); planning techniques to encourage appropriate behavior (communicating with children with respect; cueing; modeling; using natural consequences; increased behaviors through positive reinforcement and contingencies; and decreasing behaviors through ignoring, redirection, and satiation and overcorrection); and increasing attention and compliance (levels of assistance and intervention). (CL)

ED 250 891 EC 171 129

Zeger, Jordana D., Ed.
A Parent-Focused Home-Based Head Start Handbook for Home Visitors.
Cooperative Educational Service Agency 12, Portage, Wis.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C. Project Head Start.
PUB DATE- Sep 84
NOTE- 341p.; Developed by the Home Start Training Center-Portage Project. Some charts and report forms will not reproduce clearly.
GRANT- ACYF-05CH5001/11
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Home Programs; *Home Visits; *Parent Education; Parent Participation; Preschool Education; Program Development
IDENTIFIERS- Home Start Program Portage Project

The handbook describes the Home Start Training Center's approach to serving Head Start families. Much of the program is focused on the Portage Project and on early intervention efforts for preschoolers.

Learning Activities; Theories

An outcome of a federal project for highly gifted students, the booklet outlines a course in archaeology. Introductory notes assess the value of critical thinking and inter-disciplinary exploration in archaeology. Narrative information on the history and theory of archaeology are followed by task cards designed to be given to students for independent pursuit in archaeology. Each card contains information on subject, objectives, introduction, activities, and materials needed. Sample topics include hieroglyphics, salvage archaeology, archaeological techniques, language, cultural universals, historical research, interpretation of artifacts, and cultural development of American Indians. (CL)

FL

ED 250 906 FL 014 061

Adiv, Ellen; Dore, Francine

Integrating into the French Sector: An Evaluation of Linguistic and Academic Achievement of Students from Different Ethnic Backgrounds at the Grade 3 Level.

Protestant School Board of Greater Montreal (Quebec). Instructional Services Dept.

PUB DATE- Jul 83

NOTE- 35p.; For related documents, see FL 014 653-656. Summaries in both French and English appear in the document.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Elementary Education; *Ethnic Groups; Foreign Countries; *French; Grade 3; Haitian Creole; *Haitians; *Language Proficiency; *Social Integration

IDENTIFIERS- *Quebec (Montreal)

A study of the linguistic proficiency and academic achievement of grade 3 students from different ethnic backgrounds included three groups: (1) ethnic minority students who spoke no French at home; (2) Haitian students who spoke French and Creole at home; (3) monolingual French speakers. All students attended schools in the

ED 250 919 FL 014 658

Emery, Olga Beattie

Linguistic Deterioration in Alzheimer's Senile Dementia and in Normal Aging.

PUB DATE- 24 Aug 84

NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, August 24, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Age Differences; *Aging (Individuals); Comparative Analysis; Difficulty Level; *Language Processing; *Language Proficiency; *Neurolinguistics; Neurological Organization; *Older Adults; Time Factors (Learning)

IDENTIFIERS- *Alzheimers Disease; Senile Dementia

A study of language patterning as an indicator of higher cortical process focused on three matched comparison groups: normal pre-middle-aged, normal elderly, and elderly adults with senile dementia Alzheimer's type. In addition to tests of memory, level of cognitive function, and organic deficit, the formal aspects of language were analyzed in these 60 individuals through tests of phonology, morphology, syntax, and semantics. Significant differences in linguistic processing between the comparison groups were found, and the findings suggest that there is a fundamental correlation between the degree of organic impairment and the degree of linguistic decrement, and a direct relationship beween normative denotation and connotation and organic intactness. The process of senile dementing appears to be a process of dedifferentiation in which the person can no longer respond to complexities of the cortical realm. The progressive incapacity of the elderly person with Alzheimer's dementia to code and decode within the normative range is similar to a process of desocialization, and in this process, the two lines of thought and language, or meaning and sound, which merged at one point in development, now begin to separate. A direct relationship is found between linguistic deficits and linguistic complexity, with a concomitant inverse relationship between linguistic deterioration and sequence in language development. Tables and references conclude the document. (MSE)

Carrasco, Robert L.

Expanded Awareness of Student Performance: A Case Study in Applied Ethnographic Monitoring in a Bilingual Classroom. Sociolinguistic Working Paper Number 60.

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.

PUB DATE- Apr 79

NOTE- 57p.; Paper presented at a colloquium at the Institute for Research on Teaching, College of Education, Michigan State University (East Lansing, MI, October 5, 1978), and at the Annual Meeting of the American Anthropological Association (Los Angeles, CA, November 17, 1978).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Ability; Bilingual Education; *Bilingual Students; Case Studies; *Classroom Observation Techniques; Communicative Competence (Languages); *Ethnography; Kindergarten; Low Achievement; Preschool Education; *Student Evaluation; *Teacher Attitudes; Teacher Effectiveness; Teacher Student Relationship; Videotape Recordings

The case study of the use of a classroom observation technique to evaluate the abilities and performance of a bilingual kindergarten student previously assessed as a low achiever is described. There are three objectives: to show the validity of the ethnographic monitoring technique, to show the value of teachers as collaborating researchers, and to demonstrate how information gathered in a natural classroom setting is useful as immediate feedback and can be incorporated into ongoing planning. Ethnographic monitoring, or focused ethnography, takes personal observation of social behavior and constructs a social theory of the working of a particular culture in terms as close as possible to the way its members view the universe and organize their behavior, and focuses on particular aspects of variation in observations that are theoretically and practically salient. The approach was applied here by videotaping a low-achieving student's behavior outside the teacher's view and immediately presenting it to the teacher, expanding her awareness of the child's communicative competence and other positive social qualities. The process resulted in an improved student-teacher relationship, changed instructional strategies and teacher expectations, and improved student performance. (MSE)

only one name, in male and female form, is Romanian, although many domestic animals are given Romanian names. In 111 households there are only 25 family names, of primarily Czech and German origin. Nicknaming is almost universal, and it is common for someone to have several of these names, used in different contexts or audiences and derived from tradition, ancestry, occupation, or personal attributes. (MSE)

ED 250 947 FL 014 704

Wills, Dorothy Davis
A Language of Families: English, Hausa and Wolof. Sociolinguistic Working Paper Number 90.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 81
NOTE- 56p.; For other titles in this series, see FL 014 699-705 and FL 014 707.
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *African Languages; *Child Language; *English; *Hausa; Interpersonal Communication; Language Acquisition; Language Styles; *Parent Child Relationship; Sociocultural Patterns; Sociolinguistics; *Wolof
IDENTIFIERS- *Baby Talk

Study of the use of baby talk in parental speech can illuminate the parent-child relationship, acquisition of adult language, the permissible modifications to language structure without diminishing meaning, and code-switching. This is illustrated in the baby talk embedded in adult-child conversation in the context of family and household in three cultures speaking Wolof, Hausa, and English. The major difference among the three societies is the frequency of interaction between different age groups in them. North American adults have less contact with any-aged children than Africans, and American children have a much smaller acquaintanceship with adults, and with other children until they start school, so they have fewer adults speaking baby talk with them. To an African, this would seem an impoverished communicative environment. Hausa and Wolof children do not appear to commence or complete their language acquisition any sooner than English-learning Americans of any ethnic group, but postsecondary programs at colleges of applied arts and technology, 1980-1981; full-time academic staff by institution, 1971-1981; average academic salaries, by rank, 1972-1981 at universities and at colleges of applied arts and technology; summary of operating support to universities and colleges of applied arts and technology; total revenue by source and type of fund by institution; capital assistance to universities and colleges of applied arts and technology; and Ontario Student Assistance Program by institution, 1980-1981. (SW)

ED 250 962 HE 017 015

History of Higher Education Annual, Volume 3, 1983.
State Univ. of New York, Buffalo. Dept. of Educational Organization, Administration, and Policy Studies.
PUB DATE- 83
NOTE- 145p.; For earlier volumes, see ED 215 622 and ED 227 732.
AVAILABLE FROM- Annual, Faculty of Educational Studies, 367 Baldy, State University of New York at Buffalo, Buffalo, NY 14260 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060)
DESCRIPTORS- College Faculty; Educational Change; *Educational Development; *Educational History; Foreign Countries; *Higher Education; *Private Colleges; Religious Factors; Rural Areas; Scholarship; *Teaching (Occupation); *Womens Education
IDENTIFIERS- Australia; Harvard University MA; Hebrew University of Jerusalem (Israel); Israel; United States; University of New England (Australia); University of Sydney (Australia); Wellesley College MA; Yale University CT

Historical developments in higher education are considered in six articles. Topics include: evangelism at Harvard University in the early 1740s; the New Haven scholars of the 1860s and 1870s and the adaptation of scholarly approaches usually associated with the modern university to secure the religious ends associated with the old-time college; the founding of the Wellesley College community and the concept of community as it relates to the development of women's higher education around 1875; the establishment of a university college in a small Australian country town in 1938; the development of college teaching as a profession; and the evolution of Hebrew University in Israel. Titles and authors of the articles are as follows: "Henry Flynt and the Great Awakening at Harvard College (1741-1744)" (Edward T. Dunn); "Between the Old-Time

ED 250 976 HE 017 812

Fleming, Jacqueline; And Others
UNCF Statistical Report of the Member Institutions, 1984.
United Negro College Fund, Inc., New York, N.Y.
PUB DATE- 84
NOTE- 84p.
AVAILABLE FROM- United Negro College Fund, Inc., 500 East 62nd Street, New York, NY 10021.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; Black Students; College Faculty; College Students; Degrees (Academic); Educational Finance; *Enrollment Trends; Expenditures; Financial Support; Geographic Distribution; Graduate Study; Higher Education; *Institutional Characteristics; Place of Residence; *Private Colleges; *Student Characteristics; Student Financial Aid; *Teacher Characteristics; Undergraduate Study
IDENTIFIERS- *United Negro College Fund

Enrollment, financial, and academic trends at private black colleges for fall 1983 are presented, along with previous year data. Statistical tables and a narrative section are included. Data were obtained from the annual United Negro College Fund (UNCF) Questionnaire. Specific information is provided for each UNCF campus on: 1983 enrollments and enrollments at UNCF institutions annually since 1979; fall 1982 and 1983 freshman enrollments and admissions; high school rank for entering freshmen for 1982 and 1983; undergraduate and graduate enrollments by sex; transfer students for fall 1983; geographical distribution of students by state; regional enrollment distribution; enrollment of students from principal UNCF campaign cities; foreign students by nation; total full-time equivalent faculty by race and degrees, 1982-1983 and 1983-1984; faculty turnover and tenure; percentage faculty distribution by division (field); average faculty salaries; total degrees granted, 1982-1983; degrees granted by major; dual-degree engineering students at 24 UNCF institutions; dual-degree engineering participating institutions; financial aid allocations, 1982-1983; institutional costs, 1983-1984 and projections for 1984-1985; fund revenues and expenditures; percentage distribution of funds by type of expenditure; percentage distribution of funds by source of revenue; and endowments. (SW)

Resolution on the Role of State Higher Education Agencies.
State Higher Education Executive Officers Association.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- Adult Education; *Agency Role; College Libraries; Data Collection; Demonstration Programs; Educational Facilities Improvement; *Federal Aid; *Federal Legislation; Federal State Relationship; Graduate Study; *Higher Education; Information Dissemination; International Education; Position Papers; Research Projects; *State Boards of Education; Student Financial Aid; Teacher Education
IDENTIFIERS- *State Higher Education Executive Officers Assn

Resolutions on the role of state higher education agencies are presented, along with related excerpts from the newsletter of the State Higher Education Executive Officers (SHEEO). The resolutions represent the position of SHEEO concerning the reauthorization of the Higher Education Act of 1965. The resolutions call on the U.S. Congress to: define within the Act a state higher education agency; recognize that higher education data collections and dissemination services of the National Center for Education Statistics are in the national public interest and should be fully funded by the Department of Education; increase support for research and demonstration projects to improve the delivery of adult learning services; increase funding for programs under Title II of the Higher Education Act (libraries); require institutions applying for assistance under Title III (institutional aid) to demonstrate consistency between their proposals and existing state plans and institutional authorization, and that applications for aid be subject to approval by the state higher education agency; halt the erosion of direct aid to students; expand federal support for teacher education and for international education; reactivate facility grant and loan programs authorized under Title VII (facilities); and substantially increase funding for graduate education. (SW)

ED 250 991 HE 017 846

ED 251 004 HE 017 862

Herrmann, Thom
TELIDON as an Enhancer of Student Interest and Performance.
PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Audiovisual Instruction; *College Instruction; Comparative Analysis; Computer Assisted Instruction; *Course Evaluation; Drug Use; Higher Education; *Instructional Materials; Lecture Method; Student Attitudes; *Teaching Methods; *Videotex
IDENTIFIERS- *Personalized System of Instruction

The use of different instructional methods/materials in a college course on the behavioral aspects of drug action (caffeine) was studied at the University of Guelph, Ontario, Canada. The course employed the Personalized System of Instruction (PSI). Although students were highly successful in completing the course, student evaluations indicated that the course was not as interesting as they had expected. Student attitudes concerning highly interactive graphic material in the form of videotext presentations (TELIDON) were assessed. Over 300 students participated in the evaluation. Two sections of the course were taught using traditional lecture and seminar techniques. Two sections of the course were taught using a PSI format with module quizzes presented via a VAX computer system. Two other course sections also experienced the PSI format but these students took quizzes via TELIDON. The combination of a PSI format and the use of the color/graphic/text TELIDON mode of presentation produced enhanced student performance and course satisfaction without increasing student study time. Overall, TELIDON was accepted by students as a superior mode of communication. Information presented via TELIDON was judged to be more definitive and helpful than the same information provided by a lecturer or via computer text. (SW)

ED 251 018   HE 017 879

Jones, Thomas B.
Building Bridges: Cooperative Projects for the Humanities and Business.
Association of American Colleges, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Apr 83
NOTE- 25p.; Paper presented at a conference sponsored by the Association of American Colleges and the National Endowment for the Humanities (Princeton, NJ, April 27-29, 1983). For related documents, see HE 017 872-878.
AVAILABLE FROM- Office of National Affairs, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; Career Counseling; *Career Planning; College Curriculum; *Cooperative Programs; Educational History; Higher Education; *Humanities; Internship Programs; Liberal Arts; Mentors; On the Job Training; *School Business Relationship; Staff Development

The historical context of attempts to reconcile the humanities with business careers is discussed, and a number of cooperative programs that seek to link the two areas are described. Attention is directed to: faculty and student internships in business, executive-in-residence programs and executive institutes, career exploration programs for students, career development networks and consultations with business professionals, curriculum innovations and combined humanities/business majors, comprehensive cooperative strategies, and corporate training programs for liberal arts graduates. In the 1970s, business began to hire individuals who had specialized business training, and liberal arts learning and humanities were minimized in the business curriculum. However, business leaders were not satisfied with the writing, analytic, and communications skills of graduates, who had difficulty handling positions beyond the entry-level. In addition, career and public policy contexts were addressed in new broadened humanities programs. Programs linking the humanities to scientific/technological areas then attained prominence. Recommendations are included concerning strategies for future

ED 251 032 HE 017 897

Holt, Gary A.
Reorganization of a Traditional Role Model: Potentials for Holism in Pharmacy.
PUB DATE- Nov 82
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Drug Use; Health Services; Higher Education; *Holistic Approach; Occupational Information; *Patient Education; *Pharmacists; Pharmacy; *Primary Health Care; *Role Perception

Holism in health care, and specifically in pharmacy, are discussed, along with the views of patients and professionals concerning expanded pharmacists' roles, and the effects of those roles. In describing holism in health care, attention is directed to holism and several concepts: wellness versus the absence of disease; prevention; mind, body, and spirit; environments; balance versus imbalance; altered practitioner/patient roles; and therapy. Twenty-five types of tasks completed by pharmacists and the percentage of time spent on each are indicated. In addition, duties that could be handled by other personnel are identified. Studies demonstrate that the opportunities for expanded roles for pharmacists exist, and that both the consumer and professional populations are willing to allow their inclusion into traditional medical practices. The incorporation of these expanded roles may be seen as promoting holistic health care. Based on a literature review, a list of expanded pharmacists' roles that were proposed by pharmacy authorities is provided. The tasks are grouped under the following categories: clinical services; guidance/counseling functions; education functions; education, screening, and monitoring functions; pharmacist/doctor relationship; laboratory services; and socioeconomic functions. (SW)

ED 251 033 HE 017 898

Holt, Gary A.
The Role of Pharmacist Consultations as a Partial Solution to Patient

ED 251 046 HE 017 912

Brazziel, William F.
Correlates of Enrollment Maintenance in Liberal Arts Colleges.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Ancillary School Services; Career Planning; Change Strategies; Class Size; College Planning; Educational Demand; *Enrollment Trends; Higher Education; *Liberal Arts; *Private Colleges; *School Holding Power; Teacher Student Ratio

The effects of initiatives taken by 43 private liberal arts colleges in order to maintain enrollment were assessed in 1983 as part of a 10-year study. Research objectives were to identify: institutions where officials engaged in early planning (1978 or before) to moderate enrollment decline; key strategies employed; key operating ratios resulting from these strategies; outcomes of the strategies; and correlates of success among the operating ratios employed. Operating ratios referred to the ratios of students to personnel and programs (e.g., students to counselors, students to programs). Presidents of the colleges responded to key questions about their plans and rated the emphasis they were placing on 22 commonly used enrollment initiatives. Enrollment indexes were developed for each institution using 1978 as a base year and 1983 as the end-of-period year. For the most part, the colleges planned to offer more programs, more internships, and more high demand programs (e.g., business, computer science, health science). They also planned to strengthen various student services, and to reach out more effectively to older students, returning students, and minority students. High ratios of students to programs and students to career planning and placement officers emerged as significant correlates of success in enrollment maintenance. (SW)

ED 251 047 HE 017 913

Mishler, Carol; Augustin, James

writing, reading, speaking, and listening; (3) understanding numerical data; (4) historical consciousness; (5) science; (6) values; (7) art; (8) international and multicultural experiences; and (9) study in depth. It is recommended that the Ph.D. candidate should be introduced in a systematic way to the profession of teaching and should demonstrate competence in designing a syllabus and examinations and selecting reading and laboratory materials. Approaches to encourage college professors to reinvigorate the curriculum are also suggested. The benefits of specialization in a field, as well as interdisciplinary and professional studies, are also discussed. An annotated bibliography is included. (SW)

IR

ED 251 060 IR 011 386

Training of Personnel for Distance Education. Report of a Regional Seminar (Islamabad, Pakistan, August 8-18, 1983).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84

NOTE- 124p.

AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Design Requirements; *Developing Nations; *Distance Education; Educational Media; Foreign Countries; *National Programs; Program Descriptions; *Teacher Education; *Training Methods; *Workshops

This document reports on a seminar that included country presentations and selected materials on the training of distance educators by participants from India, Indonesia, Malaysia, Nepal, Pakistan, the Philippines, the Republic of Korea, and Sri Lanka. Part I provides an analysis of the current situation in the training of distance education personnel, including the experiences

ED 251 074 IR 050 896

Goals & Objectives Statements. SPEC Kit 15.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 75
NOTE- 130p.; Best copy available; legibility varies. For updated document, see IR 050 935.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; *Library Administration; Library Planning; *Library Role; *Objectives; Position Papers; *Program Evaluation; *Research Libraries

This collection of statements of goals and objectives from member libraries of the Association of Research Libraries (ARL) contains: (1) sections from management review and analysis program reports from the University of Washington Libraries and the University of Rochester Library; (2) a detailed organization description from the Columbia University Libraries; (3) formal goals and objectives statements from the libraries at the University of Tennessee, the University of Nebraska, Cornell University, Oklahoma State University, the University of Connecticut, the University of California at San Diego, and the University of Washington; and (4) an annual report based on goals and objectives from Columbia University. (THC)

ED 251 075 IR 050 897

Reclassification Survey Results. SPEC Kit 16.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Mar 75
NOTE- 121p.; Some pages will not reproduce because of light and broken type.

(Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; *Audiovisual Aids; Higher Education; *Library Materials; Library Research; Library Services; *Library Technical Processes; *Nonprint Media; Position Papers; Research Libraries

This kit on the integration of nonprint media into Association of Research Libraries (ARL) institutions contains a concise summary of a 1977 phone survey with ARL members, eight descriptions of programs and services, and five acquisition and processing policies. To collect data on practices regarding the acquisition, processing, and use of nonprint media, ARL conducted phone interviews with 27 member libraries. The interviews indicated that audiovisual (AV) materials are being integrated into research library collections to a lesser degree than into 2-year or undergraduate institutions. While most libraries surveyed maintain phonograph record collections and one or more specialized nonprint collections (e.g., slides for biomedicine or art courses), less than half process AV items as part of their regular collections. The summary focuses on factors influencing nonprint media integration, types and uses of library media programs, processing procedures and policies, and future trends. Source documents include descriptions of programs and services from Brigham Young University, University of Maryland, Purdue University, Rutgers University, University of Washington, University of Tennessee/Knoxville, Michigan State University, and Washington State University; and acquisition and processing policies from University of Washington, Rutgers University ("Policy Manual" and "Information Regarding Recommendation of Audiovisual Materials for Purchase"), Boston University, and University of California at Berkeley. (THC)

ED 251 090 IR 050 912

Determining Indirect Cost Rates in Research Libraries. SPEC Kit 34.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Jul 77

NOTE- 108p.; For updated kit, see IR 050 937.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)

ED 251 103 IR 050 925

Automated Cataloging. SPEC Kit 47.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Sep 78
NOTE- 116p.; Pages 96-104 have marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Cataloging; Higher Education; Library Automation; *Library Cooperation; *Library Networks; Library Planning; Library Surveys; *Online Systems; Position Papers; Research Libraries; Training Methods
IDENTIFIERS- BALLOTS; Evaluation Reports; OCLC

Results of a 1978 Association of Research Libraries (ARL) survey indicated that 68 (89%) of responding libraries utilized an automated cataloging system. Of those 68, 53 participated in the Ohio College Library Center (OCLC), five in BALLOTS, and the rest in other networks or local systems. At the beginning of this collection, a concise summary discusses implementation of automated cataloging, impact of automated cataloging systems, and system evaluation. The kit comprises: (1) five documents on planning and rationale for automated cataloging from University of Arizona, Colorado State University, Duke University, Michigan State University, and University of California/Berkeley; (2) documents on implementation of OCLC and SOLINET (Southeastern Library Network) from University of California/San Diego and Duke University; (3) training documents from Brigham Young University and Washington University; and (4) system evaluation reports from University of California/San Diego, University of Arizona, University of California/Davis, Washington University, and University of Chicago. (THC)

ED 251 104 IR 050 926

External Fund Raising. SPEC Kit 48.

Management Studies.
PUB DATE- Aug 80
NOTE- 108p.; For related documents, see IR 050 942-943.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Materials; *Library Planning; Position Papers; *Preservation; *Prevention; *Research Libraries

In a March 1980 Systems and Procedures Exchange Center (SPEC) survey on preservation activities in Association of Research Libraries (ARL) member institutions, 40 libraries reported having conducted a formal preservation study or needs assessment, 28 had adopted planning or policy documents, and 58 reported operating an active preservation program with an average of three staff members assigned full or part-time to preservation/conservation functions. Another 19 members intended to implement such a program within 5 years. This kit on planning for preservation of library materials contains 17 documents: (1) initial planning reports and recommendations from University of Notre Dame, University of Virginia, University of Wisconsin-Madison, University of Kansas, Arizona State University, Duke University, University of Utah, and Western Council of State Libraries; (2) program and policy statements from University of Connecticut, Boston University, Brown University, Stanford University, and Southern Illinois University; and (3) historical perspectives from the National Library of Canada, the Library of Congress, Yale University Library, and Columbia University. The concise summary that introduces the collection briefly discusses current concerns and planning efforts, and tools and trends for the future. (THC)

ED 251 118 IR 050 940

Affirmative Action Programs. SPEC Kit 67.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Sep 80
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive

ED 251 131 JC 840 572

Jones, Steven Wayne
Determining Effective Teaching Behaviors and Staff Development Opportunities for Adjunct Faculty.
PUB DATE- 10 Oct 84
NOTE- 31p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Faculty Development; *Part Time Faculty; *Part Time Students; Questionnaires; School Surveys; Student Attitudes; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; Teacher Improvement; *Teaching Skills; *Two Year College Students

A study was conducted at Phillips County Community College to examine part-time students' and adjunct faculty members' perceptions of effective instructional behaviors and strategies. A teaching effectiveness survey was distributed to a random sample of 225 part-time students enrolled in spring 1984 and to 54 adjunct faculty members, asking them to specify which of 48 instructional behaviors/strategies were most effective in helping students learn and to indicate the skill areas in which part-time faculty needed staff development opportunities. Study findings, based on responses from 43% of the students and 76% of the faculty, revealed: (1) there was a high degree of similarity between faculty and student perceptions of effective instructional behaviors/strategies; (2) creating an atmosphere of acceptance, treating students fairly, and including recent developments in the field were the top three strategies/behaviors for students and were within the top eight for faculty; and (3) students and faculty generally disagreed on the staff development needs of part-time instructors, with students rating providing up-to-date developments in the field, advising students about career opportunities, and encouraging original thinking most highly and faculty members rating course planning; providing printed handouts; and using films, tapes, and slides most highly. The survey instrument and recommendations for staff development planning are included. (HB)

ED 251 132 JC 840 575

Washington State Community College Operating Budget, 1985-87.
Management Summary.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Budgets; *College Planning; *Community Colleges; *Educational Finance; *Operating Expenses; Program Development; Resource Allocation; Salaries; State Colleges; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Washington

A summary is presented of the 1985-87 community college operating budget request for the Washington State Community colleges, along with a description of the policy considerations inherent in the request and the anticipated effect of the request on community college programs. The philosophy and objectives underpinning the budget request are discussed; and the status and performance of the community college system in the areas of enrollments, instructional costs, and program offerings are reviewed. The process for establishing the level of the 1985-87 budget request is presented, along with a priority list of 15 improvement decision packages for the period in the areas of state-mandated cost increases; instructional equipment; rentals; enrollment growth; basic skills/student assessment; faculty and staff development; reduction of deferred plant maintenance; administrative computing; upgrading of institutional support; improvement of custodial and grounds maintenance; strengthening of plant security; library collections and staffing; student services improvements; instructional supplies and support staff; and reduced operations in dedicated fund areas. A rationale for and discussion of salary increases in provided, the 1985-87 operating budget request is summarized, and a target budget is offered. Appendices include financial data. (HB)

ED 251 146 JC 840 611

Washington State Community College Program and Enrollment Plan,
1985-90. Management Summary.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 84
NOTE- 93p.
LANGUAGE- English

ED 251 159 JC 850 005

Quinn, Sandra L.; Kanter, Sanford B.
Team Teaching: An Alternative to Lecture Fatigue.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 7 Dec 84
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Community Colleges; *Instructiona Improvement; Student Reaction; Teacher Effectiveness; *Team Teaching; Two Year Colleges

More than an interdisciplinary format employing lecturers from different disciplines, team teaching is an approach which involves true team work between two qualified instructors who, together, make presentations to an audience. The instructional advantages of team teaching include: (1) the elimination of lecture-style instruction in favor of a dynamic interplay of two minds and personalities; (2) the presentation of faculty as models for discussion and disagreement; (3) team teaching's effective use of human resources; (4) its potential for revitalizing instructional capabilities through a process of dialogue; (5) its capability of stimulating interest in traditional courses as students share the exuberance and intellectual discourse that the professors communicate; (6) its effective use of facilities; (7) the potential that team teaching presents for interaction with the audience; and (8) its favorable competition with the media. Implementing a team teaching approach requires administrative encouragement, acceptance of an initial experimental quality, and willingness to take risks. Proof that team teaching works comes not only from the instructors' self-judgment, but from students' evaluations. (HB)

ED 251 160 JC 850 006

Piland, William E.
Remedial Education in the States.

Perkins, Carl D.
School Facilities Child Care Act. Report Together with Supplemental Views (To Accompany H.R. 4193). House of Representatives, 98th Congress, 2d Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- H.R.-98-745
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Centers; Community Involvement; Elementary Education; *Federal Legislation; *Financial Support; Parent Participation; *Public Schools; *School Age Day Care
1 IDENTIFIERS- Congress 98th

This report describes the provisions, legislative history, and justification of the School Facilities Child Care Act. This act authorizes $30 million for each of the fiscal years 1985 through 1987 for grants to public and private nonprofit agencies and organizations to establish and operate school-age child care programs in public school facilities and community centers, with priority being given to school facilities. These programs would be operated before and after school and during vacations, would be developed with the involvement of parents, and would have to comply with state and local day care licensing laws and regulations. The federal share for operating costs would be 100 percent in the first year, 50 percent in the second year, and 25 percent in the third year. The committee believes that this approach will assist parents who cannot afford private care, strengthen the quality of care through public school involvement, and provide services to the largest possible number of children. Among the bill's provisions are a requirement that the Secretary of Health and Human Services establish a national clearinghouse to disseminate information on school-age day care programs. (CB)

ED 251 174 PS 014 681

Freis, Ruth; Miller, Miriam
Vendor/Voucher Systems: A Parent Selected Child Care Subsidy Program That Works.
PUB DATE- Sep 84

personnel. Additional observations are discussed, and recommendations are offered regarding the implementation of telecommunications training. Specifically, these recommendations concern primary sources of problems and the quality and effectiveness of training. (RH)

ED 251 187 PS 014 720

Rosenberg, B. G.; And Others
Parental Self Esteem and Personality Development in Children.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Aug 84
NOTE- 34p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
GRANT- NIMH-MH-16080
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; *Children; *Fathers; *Mothers; *Parent Influence; *Personality Development; Personality Traits; *Self Esteem

Implications of parental self-esteem for the subsequent personality qualities and self-esteem of the developing child were explored in this investigation. The sample consisted of 65 mothers and 44 fathers who completed a self Q-sort and an ideal-self Q-sort when their children were 12 years of age. At the ages of 3, 4, 5, 7, 11, and 14 years, 54 girls and 51 boys were assessed according to the California Child Q-set. The children also completed self Q-sorts and Q-sorts of their ideal-self when they were 14 years of age. Results indicated that high self-esteem in mothers and fathers is associated with children of maturity, ego resiliency, and differentiation at adolescence. Father self-esteem was found to be more influential than mother self-esteem, especially in regard to children ages 4, 7, and 14. It was concluded that parental self-esteem is significantly related to the emerging personality of the child throughout childhood and adolescence. (RH)

ED 251 201 PS 014 735

Wade, Cheryl; And Others
Child Nutrition Labeling for Meat and Poultry Products.
Food and Nutrition Service (DOA), Washington, D.C.
REPORT NO.- FNS-253
PUB DATE- Apr 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Breakfast Programs; Children; Consumer Protection; Elementary Secondary Education; Federal Regulation; *Food; Guidelines; *Lunch Programs; *Meat; *Merchandise Information; *Nutrition; Social Services
IDENTIFIERS- *Child Nutrition Labeling Program; Child Nutrition Programs; Poultry; Program Requirements; Protein

Prepared for food manufacturers, this publication contains instructions for calculating the contribution that a meat or poultry product makes toward the meal pattern requirements of child nutrition programs. It also contains instructions on how to apply for and obtain the approval for a label containing a child nutrition statement. These procedures supersede all other instructions, written or oral, that the Food and Nutrition Service of the United States Department of Agriculture (USDA) may have provided. Procedures outlined in the manual apply only to meat and poultry products under the USDA Federal Meat and Poultry Inspection Program administered by the Food Safety and Inspection Service. In addition to information concerning meat and poultry, the publication includes some information about vegetables, bread, and fruit. Selected yield data for commonly used foods are provided, as are sample child nutrition label statements. (RH)

ED 251 202 PS 014 736

Wade, Cheryl; And Others
The Child Nutrition Labeling Program: An Overview.
Food and Nutrition Service (DOA), Washington, D.C.
REPORT NO.- FNS-245
PUB DATE- Apr 84

ED 251 215 PS 014 749

Bountrogianni, Marie
A Cross-Cultural Study of Children's Metaphoric Capacity.
PUB DATE- Aug 84
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Bilingual Students; *Cognitive Ability; Comparative Analysis; *Comprehension; Cross Cultural Studies; Cultural Differences; Elementary Education; *Elementary School Students; *Ethnic Groups; Foreign Countries; Intelligence; *Metaphors; Proverbs
IDENTIFIERS- Canada; Greek Speaking

In order to gain a better understanding of metaphor comprehension in different cultural contexts, this study compared the performances of two groups of children from different cultural and linguistic backgrounds but with common schooling experiences on two tests of metaphor: the Metaphor Triads Task (MTT) and the Proverbs Test. The Ravens Colored Progressive Matrices Test (CPMT) was also administered to examine how performance on a standardized nonverbal intelligence test compared with performance on the metaphor tests. Subjects were 30 Canadian-born Greek-speaking children of Greek-born parents, aged 8 and 11 years, and 30 same-aged Canadian-born children of Canadian-born parents. All tests were administered in English. Results for both cultural groups showed significant differences between 8- and 11-year-olds' performances on the two metaphor tests. Raw scores on the Ravens CPMT correlated significantly with correctness and correct abstract scores but not with correct literal scores of the Proverbs Test. Ravens scores also correlated significantly with MTT scores (specifically, with metaphorical explanations). The only significant differences between the two groups was that Greek-Canadian children preferred correct general meanings of the moral in the Proverbs Test to a greater extent than did other Canadian children. (RH)

toys and articles; (3) injuries to children resulting from hazardous toys and articles; (4) manufacturers' attempts to make toys safe; (5) problems of recalling unsafe toys; (6) potential problems created by the act and its recommended changes; (7) age labeling on toys; (8) Wisconsin state provisions for protecting children from unsafe products; (9) procedures for implementing the act; (10) broader issues of product safety; and (11) positive results and improvement of the product recall process. Texts of proposed legislation are included in this report. (RH)

ED 251 230 PS 014 770

Review and Reauthorization of Certain Child Nutrition Programs. Hearings before the Subcommittee on Nutrition of the Committee on Agriculture, Nutrition, and Forestry, United States Senate and the Committee on Agriculture, Nutrition, and Forestry, United States Senate. Ninety-Eighth Congress, Second Session (March 12 and April 4, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.

REPORT [illegible].- S.-Hrg.-98-948

PUB DATE- 84

NOTE- 198p.; For a related document, see PS 014 758.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; *Breakfast Programs; Budgeting; Camping; Children; *Day Care; Early Childhood Education; Elementary Secondary Education; Family Day Care; Family Income; Federal Legislation; *Federal Programs; Food Service; Food Standards; Hearings; *Lunch Programs; *Nutrition; Nutrition Instruction; Private Schools; Staff Development

IDENTIFIERS- *Child Nutrition Programs; Commodity Distribution Program; Congress 98th; Department of Agriculture; Food Distribution Programs; Proposed Legislation

Testimony is given in this report from two hearings concerning reauthorization of the nonentitlement child nutrition programs: the Women, Infants, and Children Feeding Program; the Summer Food Service Program; Nutrition Education and Training (NET); State Administrative Expenses, and authority for section 32 commodities. At the March 12, 1984 hearing before the Subcommittee on Nutrition, recommendations were given by the United States Department of Agriculture (USDA) regarding funding and administering these

Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Intelligence Tests; *Learning Disabilities; *Profiles; Scores; Student Characteristics; *Test Interpretation
IDENTIFIERS- *Wechsler Intelligence Scale for Children (Revised)

Profile analysis was performed on Wechsler Intelligence Scale for Children-Revised (WISC-R) scores of 29 learning disabled students (6-10 years old) in a Specific Learning Disabilities (SLD) program, to determine whether subtest patterns for initial and re-evaluation WISC-R administrations would differ significantly. Profile analysis was applied to test scores for each S, using two methods of grouping WISC-R subtests: (1) A. Bannatyne's recategorization and (2) the three major factors emerging from A. Kaufman's factor analytic studies of the WISC-R. Results suggested that no single pattern of factor or of Bannatyne category scores characterized the SLD group. The students in this study were a very heterogeneous group in respect to their WISC-R scores. Results of the individual profile analysis demonstrated that the pattern of factor and category scores was very stable, even over extended periods of time, when stringent statistical criteria were used to evaluate the degree of change which occurred between pre- and post-test subtest patterns. Examination of the patterns exhibited by those Ss whose initial and re-evaluation profiles differed significantly revealed no consistency in location or direction of change. In addition, no characteristics could be identified which differentiated between Ss whose profiles showed a significant change and those whose profiles did not. (CL)

ED 250 845 EC 170 879

Early Intervention Research Institute: Final Report, 1982-83 Work Scope.
Utah State Univ., Logan. Exceptional Child Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 11 Nov 83
NOTE- 460p.; The study was conducted at the Early Intervention Research Institute. Parts of the document have small and variable print.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Disabilities; Hearing Impairments; *Intervention; Longitudinal Studies; Mental Retardation; Meta

on the self-concept of the handicapped; 75% believed that the placement of handicapped children in regular classes will help teachers grow personally and professionally; 60% stated that if they were parents of handicapped children they would want the child in a regular class most of the day; and 90% believed that mainstreaming would increase the chances for the handicapped to attain a more productive and independent place in society. Findings have implications for planning appropriate coursework and workshops for administrative personnel. (CL)

ED 250 861 EC 170 896

Hobbs, Nicholas; And Others
Chronically Ill Children in America: Background and Recommendations.
Vanderbilt Univ., Nashville, Tenn. Center for the Study of Families and Children.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- Apr 83
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Costs; *Diseases; Family Problems; Health Services; *Policy Formation; *Public Policy; *Special Health Problems

The report examines chronic illness in children and considers issues and recommendations for change in public policies and programs affecting chronically ill children and their families. The background chapter notes the significance of the problem, reviews 11 diseases that are representative of the severe chronic illnesses of childhood: juvenile onset diabetes, muscular dystrophy, cystic fibrosis, spina bifida, sickle cell anemia, congenital heart disease, chronic kidney disease, hemophilia, leukemia, cleft palate, and severe asthma. These conditions serve as "marker" diseases, i.e., they have characteristics that make them representative of the total range of such illnesses. Definitions of chronicity and severity are also considered in the background section. Section 2 focuses on the organization, costs, and financing of health care services for chronically ill children. A brief section on public policy principles concludes that policies

The relationship between achievement in track and field events (60, 100, 200, 400 meter runs and shotput, discus, and javelin throws) and selected physiological parameters (grip strength, body fat, vital lung capacity, and cardiovascular efficiency) of 20 wheelchair athletes was investigated. Results of track and field events were obtained from the State Wheelchair Games and athletes' physiological parameters were measured before participation. Data were analyzed by computing a Pearson Product-Moment Correlation Matrix involving the four physiological tests and the seven track and field events. Among conclusions were that Ss with greater grip strength were capable of throwing objects further than Ss with lower grip strength, greater grip strength produced lower running times, high body fat measures corresponded to faster running and greater lung capacity helped produce longer throwing distances. (CL)

ED 250 876 EC 171 113

An Alternative Training and Employment Approach Based on the Model Established by Red Rose Services, Inc., the First and Only Free-Standing, For-Profit Firm in the Nation Owned and Operated by Its Employees Who Are Developmentally Disabled. Final Program Progress Report, 9/29/82-6/30/84.

Association for Habilitation and Employment of the Developmentally Disabled, Inc., Lemoyne, PA.

SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Custodian Training; *Developmental Disabilities; *Employment; Industry; *Models; *Small Businesses; Vocational Rehabilitation

The report discusses achievements of a project in which the training and employment approach employed in Red Rose Services, Inc., a separate for-profit custodial firm owned and operated by employees (the majority of whom are developmentally disabled), was expanded to operate in five target regions. The project was designed to demonstrate an alternative approach to traditional vocational rehabilitation methods such as the sheltered workshop or pre-employment training programs. The lack of opportunities for establishing custodial contracts in the five areas was one of the

The first of the major parts of the handbook presents an overview of the approach, reviewing the philosophy of parent-focused home-based programming, and offering suggestions for planning and implementing the home visit. The section on skill development presents information on structured activities, informal activities and parent education activities, task analysis, and reporting. The third section of the manual presents the center's handouts, training designed for use by home visitors and supervisors. Handouts address such topics as parent involvement, screening, curriculum planning, and family action plans. (CL)

ED 250 892 EC 171 130

Driscoll, Elisabeth
Manzano High School Side-by-Side Program Review, Fall, 1983.
Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.
PUB DATE- Sep 83
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- High Schools; *Mainstreaming; Program Descriptions; Program Development; Program Evaluation; *Severe Disabilities

The report presents results from an evaluation of the "Side-by-Side" program in Albuquerque, New Mexico, designed to integrate institutionalized severely handicapped high school students into the public school system. Following a brief review of the program's history and a description of the evaluation's in-depth interview approach, the program's goals and objectives are listed with modifications suggested by staff. The following topics are then addressed in separate chapters: population served (enrollment, characteristics); program organization and services (compliance with state regulations, overall program services, curriculum, ancillary services); staff development and training needs (school inservice); consumer satisfaction (parents, students); service provider concerns; and regular education attitudes toward the Side-by-Side program. A final chapter lists recommendations on four topics: administration, staffing, curriculum, and facilities and equipment. (CL)

French sector of the Protestant School Board of Greater Montreal. French language proficiency was measured by a reading test, a vocabulary and grammar test, and an oral production test. Tests were administered in the spring of 1982 and 1983 to 274 children. Academic achievement was measured by two mathematics tests. Results show that: (1) the first group scored significantly lower than the others on all the French language tests except a grammar subtest; (2) there were no significant differences beween the second and third groups on the written French tests, but the oral performance of the second group was significantly lower; and (3) the group differences on the mathematics tests were marginal. It is concluded that the academic achievement of the students from various ethnic backgrounds differs only a little from their francophone peers', and the level of French proficiency of the Haitian students is similar to that of native speakers of the same age, except for oral production. However, the other students from various ethnic backgrounds have not yet reached native-like competence in French. (Author/MSE)

ED 250 907 FL 014 506

Gillette, Susan
Lecture Discourse of a Foreign TA: A Preliminary Needs Assessment.
PUB DATE- 82
NOTE- 23p.; The lectures are in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Astronomy; Case Studies; *English (Second Language); *Foreign Students; Graduate Students; *Language Proficiency; *Lecture Method; Needs Assessment; *Speech Skills; Student Needs; *Teaching Assistants
IDENTIFIERS- University of Minnesota

A study of the communication skill needs of the foreign teaching associate (TA) in American universities focused on two questions: (1) What does a foreign TA do to communicate information in an American classroom in terms of comunication strategies and devices for cohesion and coherence of discourse? and (2) How does this compare with the way an American TA communicates information and uses these devices? The subjects were a Korean TA and an American TA in astronomy, both Ph.D. candidates at the University of Minnesota. The Korean student had never before been in an

ED 250 920 FL 014 659

Greis, Naguib
Integrating ESL and Academic Studies.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Course Content; *English (Second Language); Higher Education; *Intellectual Disciplines; *Intercultural Communication; Interdisciplinary Approach; Language Skills; *Second Language Instruction
IDENTIFIERS- Portland State University OR

An effort to go further than recent attempts have gone in relating the content of materials for teaching English as a second language (ESL) to learner needs is illustreated in two separate types of projects which integrate ESL and academic course content. One places advanced ESL students with American students in an intercultural communication course using discussion, exercises, and reading. This type, previously implemented and developed at Portland State University, has proven to be both culturally and academically beneficial to both student groups, has highlighted the possibilities of interdepartmental cooperation, and has led to development of a whole intercultural communication program in the speech department. The second type of academic-ESL integration enrolled advanced ESL students in both a subject-area class and an ESL class into which the instructor incorporated the subject-class text. This approach was used first in an anthropology course, with limited success, and in a sociology course. It is suggested from these experiences that: (1) ESL orientation go beyond linguistic and cultural preparation to academically related matters such as library use and registration procedures; (2) academic themes and concepts be incorporated into ESL programs at every opportunity; (3) coordination with non-ESL faculty be undertaken; and (4) analysis of student notes and lectures be used to gain insights into listening and reading comprehension. (MSE)

ED 250 921 FL 014 660

ED 250 934 FL 014 691

Mehan, Hugh
The Competent Student. Sociolinguistic Working Paper Number 61.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Sep 79
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Ability; *Classroom Communication; *Competence; Conflict Resolution; Coordination; Educational Objectives; *Student Behavior; *Teacher Student Relationship; Videotape Recordings

A discussion of student competence focuses on two types of competence required of students: the integration of academic content and interactional form (e.g., turn-taking, producing ordered and coherent discourse, making coherent topical ties), and the integration of teacher and student agendas, examining what happens when students' display of academic content is not integrated with appropriate interactional form. It is observed that lack of integration undermines classroom social interaction and can lead to negative teacher evaluations of students. It is proposed that students and teachers come to the classroom with different agendas, objectives and programs they would like to see met, and students and teachers coordinate procedures to accomplish their respective objectives, allowing multiple activities to coexist in the classroom. It is argued that recognition of the existence of interactional competence as part of the implicit, tacit background of social knowledge students must learn as they learn academic knowledge is important, and that this competence is often important in teachers' and others' evaluations of student performance. Prevailing theories of socialization are criticized from the perspective that socialization is a two-way street, with students and teachers influencing each others' behavior in the classroom environment. (Author/MSE)

ED 250 935 FL 014 692

they do seem to become sociolinguistically competent faster. In all cases, children receive basically the same kind of talk from adults, whatever the differences in number or identity of the latter. (Author/MSE)

ED 250 948 FL 014 705

Sigman, Stuart J.
Some Notes on Conversational Fission. Sociolinguistic Working Paper Number 91.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 81
NOTE- 13p.; For other titles in this series, see FL 014 699-704 and FL 014 707.
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dialogs (Language); *Discourse Analysis; *Discussion; *Group Dynamics; *Interpersonal Communication; Sociocultural Patterns; Sociolinguistics
IDENTIFIERS- *Conversation; *Turn Taking

While most previous research has implied or assumed that the conversational structure giving each speaker a turn to speak is universally normative, findings of one study suggest that in interactions with at least four participants, alternatives to this rule are possible. A phenomenon called "conversational fission" occurs when a four- (or more) person conversation departs from the one-person-one-turn format and two or more subconversations occur, allocating multiple speaker and multiple listener roles. This pattern is illustrated in a six-person conversation, both in speech and in body, head, and eye movements. At some point, two or more participants may self-select to speak simultaneously, and the situation is either repaired by one or more speakers becoming silent, or becomes two or more simultaneous conversations. This initial simultaneous talk may be an invitation to fission and may also involve a search by the simultaneous speakers for an available subgroup of listeners. The dyadic turn-taking model should be revised to account for turns taken simultaneously in non dyadic conversations, a multi systemic interaction pattern. This pattern also argues against the assumption of verbal hegemony in

College and the Modern University: Noah Porter and the New Haven Scholars" (Louise L. Stevenson); "Incipit Vita Nuova: Founding Ideals of the Wellesley College Community" (Patricia Palmieri); "Establishing a University in a Country Town: An Australian Case" (Bruce Mitchell); "From Tutor to Specialized Scholar: Academic Professionalization in Eighteenth and Nineteenth Century America" (Martin Finkelstein); and "Vision and Fulfillment: The Evolution of the Hebrew University, 1901-1950" (Yaacov Iram). (SW)

ED 250 963 HE 017 595

Private Higher Education: The Job Ahead, Volume 12. 1983 Annual Meeting Talks of the American Association of Presidents of Independent Colleges and Universities (Scottsdale, Arizona, December 1983).

American Association of Presidents of Independent Colleges and Universities, Rockford, Ill.

PUB DATE- 84

NOTE- 32p.

AVAILABLE FROM- American Association of Presidents of Colleges and Universities, Ricks College, P.O. Box 723, Rexburg, ID 83440 ($4.00, quantity discounts).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; *Church Related Colleges; Church Role; *College Curriculum; *College Presidents; College Role; Discipline; Educational Trends; Financial Policy; *Government School Relationship; Higher Education; *Private Colleges; Public Policy; *Taxes; Values Education

Trends and issues in higher education are discussed in six papers from the 1983 annual meeting of the American Association of Presidents of Independent Colleges and Universities. In "Innovation Versus Reform in Higher Education" Alston Chase reviews trends, including citizenship instruction, the general education movement, a focus on science, emphasis on scholarship, and an elective-based curriculum and consumerism. Marguerite B. Corbally's article, "Support Your Local President," describes aspects of the college presidency, based on interviews with college staff and trustees. "Student Discipline at Christian Colleges," by Richard F. Gross, considers assumptions and principles of a Christian approach to

ED 250 977 HE 017 824

Powell, J. P., Ed.
Higher Education Research & Development, Volume 3, Number 2, 1984.
Higher Education Research and Development Society of Australasia, Sydney. (Australia).
PUB DATE- 84
NOTE- 119p.
AVAILABLE FROM- Higher Education Research & Development Society of Australasia, TERC, University of New South Wales, P.O. Box 1, Kensington, Australia 2033.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Doctoral Degrees; Foreign Countries; General Education; *Graduate Study; *Postsecondary Education; Professional Education; *Research and Development; *Research Projects; Research Skills; Skill Development; Student Evaluation; Supervision; *Theses
IDENTIFIERS- *Australia

Seven articles on higher education and research and development in Australia are presented, along with 12 review articles. "Research into Postgraduate Education" (Ernest Rudd) reviews such topics as admission criteria, student characteristics, form and quality of instruction, and the employment market. "Postgraduate Education Towards the Year 2000--A Changed Role for the Commonwealth Postgraduate Awards Scheme" (Stephen Hill, Ron Johnston) describes a plan in Australia to promote the development of research training. "Examination of Research Theses" (Peggy Nightingale) reviews examination procedures at one university and summarizes examiners' comments on 58 theses. "Supervision of Higher Degree Students--Problem Areas and Possible Solutions" (Ingrid Moses) discusses supervision of postgraduate students. "Ph.D. Education for the Nineties" (D. R. Stranks) addresses issues regarding the doctoral degree in education. "Future Strategies for Research and Development" (Terry Hore) considers the seven research processes by Anderson and Eaton in a review of Australasian higher education research from 1940 to the present. Finally, "General Education Within Professional Education" (M. Marosszeky) discusses the general education component of professional education. (SW)

Branton, Wiley A.
Legal Issues in Higher Education.
PUB DATE- Nov 84
NOTE- 5p.; Paper based on a presentation at the Annual Meeting of the National Association of College and Business Officers (Chicago, IL, July 8-12, 1984).
AVAILABLE FROM- NACUBO, One Dupont Circle, Suite 500, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Collected Works - Serials (022)
DESCRIPTORS- Administrative Policy; *Contracts; Court Litigation; *Due Process; Employment Practices; *Higher Education; *Legal Problems; *Personnel Policy; School Security; *Student Rights
IDENTIFIERS- Fraud

Legal problems that colleges and universities might avoid are identified. Colleges are being sued over a broad range of legal issues and are expending money for legal and court fees, settlements, and judgments. Legal problems include right of admission to particular colleges, the right to stay in school, questions of faculty promotion and tenure, and questions of tort liability. School business officers need to inform the college president about matters that might create legal problems and adverse fiscal effects on the institution. The institution might be able to settle at less expense out of court. The best way to avoid employment-related legal problems is to have policies stated in writing and to insure that the institution follows its written policy. Courts require that there be due process, which sometimes varies depending on whether the institution is public, private, or church-affiliated. Business officers should understand the legal elements of a contract and should know when to seek legal advice. In addition, the contract should not present conflicts of interest. Additional concerns are: to make certain that bequests are valid and that the institution is not placed in legal jeopardy; to provide adequate security on campus; and to take action against fraud and dishonesty committed by faculty and school employees. (SW)

ED 250 992 HE 017 847

Rutledge, Juli G.; Kartis, Alexia M.
Developing an Information and Records Management Program.

ED 251 005 HE 017 863

Newby, James E.
Teaching Faculty in Black Colleges and Universities. A Survey of Selected Social Science Disciplines, 1977-1978.
SPONS. AGENCY- Howard Univ., Washington, D.C.
REPORT NO.- ISBN-0-8191-2787-6
PUB DATE- 82
NOTE- 103p.
AVAILABLE FROM- University Press of America, Inc., P.O. Box 19101, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Colleges; *College Faculty; Educational Background; Educational Objectives; Education Courses; Higher Education; Questionnaires; *Social Sciences; *Teacher Attitudes; *Teacher Characteristics

Faculty in five social science disciplines in four-year predominantly black colleges and universities were surveyed. Members of the sample of 1,168 faculty from 82 primarily southern institutions had advanced degrees in one of the following disciplines: economics, education, political science, psychology, or sociology. Attention was directed to their personal goals in undergraduate education, their perception of their institutions' objectives, their professional activities, ethnic background, and other demographic information. Findings include the following: most of the respondents were black; there were considerably more male than female respondents; most of the respondents were full-time faculty who held doctorates; the principal activity for most of the respondents was teaching; slightly more than half of all the respondents had published at least one article; respondents indicated that instilling the ability to think clearly was their most important personal teaching goal; respondents perceived preparing students for employment after college as the most important institutional goal, while research was perceived as the least important institutional goal. Appendices include: a list of institutions represented by faculty respondents; the study questionnaire; and results of 14 surveys of predominantly black institutions. (SW)

cooperative projects. (SW)

ED 251 019 HE 017 880

Stanley, Barbara
Teaching Research Ethics: Methods and Practice.
SPONS. AGENCY- American Psychological Association, Washington, D.C.
PUB DATE- 24 Aug 84
NOTE- 5p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Codes of Ethics; *Course Content; *Departments; *Ethics; Higher Education; *Psychologists; *Psychology; *Research

Methods for teaching the ethics of psychological research to students were surveyed by a committee of the American Psychological Association (The Committee for the Protection of Human Participants in Research). A survey of department chairpersons was conducted to determine how many departments had formal courses on ethical issues. The majority of respondents were general psychology departments and two-thirds offered Ph.D.s. Fifty percent of the departments had an internal research review committee to determine the presence or absence of a formal system of reviewing departmental research. Undergraduate courses on ethics in psychology were offered by 3.7 percent of the departments, while 7.4 percent offered graduate courses on research ethics. Seventy percent of the departments who offered the courses made them a requirement. General courses on ethics in psychology were offered by 44.4 percent of the departments. These courses spent about 10 to 20 percent of the course time on research ethics. Research methods courses were also found to address research ethics. For the survey sample, the findings indicate there are a small group of programs that are heavily committed to teaching ethics. It is concluded that informal methods are the most common method of transmitting research ethics in psychology. (SW)

Noncompliance.
PUB DATE- 80
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Drug Use; Higher Education;
*Information Needs; *Patient Education; *Pharmacists; Pharmacy;
*Role Perception
IDENTIFIERS- *Compliance (Behavior)

The influence that pharmacists can have in solving the problem of patients who either do not take their medication or take it improperly is discussed. The incidence of patient noncompliance in the treatment regimen is considered, based on research findings. It appears that most noncompliance is rooted in either the patient's inability to understand and retain instructions given, and/or the inability of health professionals to properly instruct the patient. Research indicates that many patients are not able to comprehend the directions supplied on nonprescription drug containers. Some patients think they know more about their medications or therapy then they actually do. Many physicians tend to underestimate the knowledge of their patients and are therefore less likely to discuss pertinent disease and treatment concerns. Solutions rest on the need for increased communication between health practitioners and patients. There are advantages and disadvantages of having pharmacists provide drug counseling/consultation to patients to alleviate the problem of patient noncompliance. The purpose of consultation is to educate patients. The success of such counseling is affected by the acceptance of this concept by both physicians and patients. (SW)

ED 251 034 HE 017 899

Oversight on College Athletic Programs. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Subcommittee on Education, Arts and Humanities.

PUB DATE- 26 Jun 84
NOTE- 106p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Employer-Sponsored Tuition Reimbursement in Wisconsin.
Wisconsin Univ., Green Bay. Assessment Center.
PUB DATE- Nov 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Attendance; Employees; *Employers; *Fringe Benefits; Higher Education; Questionnaires; Student Costs; *Training Allowances; *Tuition
IDENTIFIERS- *Tuition Benefit Programs; University of Wisconsin Green Bay; University of Wisconsin Madison; University of Wisconsin Manitowoc County; University of Wisconsin Oshkosh; University of Wisconsin Parkside; University of Wisconsin Sheboygan; *Wisconsin

Information on tuition reimbursement policies for employers near Wisconsin colleges is presented. Of the 26 campuses surveyed, six University of Wisconsin campuses had completed formal surveys of local employers: campuses at Madison, Oshkosh, Parkside, Green Bay, Manitowoc County, and Sheboygan. Profiles of the six campuses that completed surveys are presented. The profiles provide the following information: purpose of the survey, the office completing the survey, date completed, survey procedure, response rate, results, use of the survey findings, the title of the survey and bibliographic information, and comments. For the campuses that did not complete their own surveys of employer policies, information is provided on uses of information on tuition reimbursement and problems associated with a tuition reimbursement survey. Previous research on employer-sponsored tuition reimbursement is reviewed with attention to: reports of surveys of companies or unions, studies of employees' use of plans and barriers to use, benefit studies, and reports of efforts to increase employee use of tuition reimbursement. The survey questionnaire and suggestions for increasing employees' use of tuition aid plans are appended. (SW)

ED 251 048 HE 017 914

Bjork, Lars G.
Political Action and the Development of a Research University.
PUB DATE- Nov 83
NOTE- 53p.; Paper presented to the Rocky Mountain Educational Research Association (Tucson, AZ, November 1983).
LANGUAGE- English

of the individual participating countries and forms and aspects of distance education. In Part II, new designs and methods of training in distance education are examined; distance education personnel and their training needs, research and evaluation in renewal systems in distance education, plans for organization of national level pilot training workshops, and suggested procedures for designing such workshops are examined. A seminar agenda and a list of participants are included. (LMM)

ED 251 061 IR 011 429

Everest, Kenneth, Ed.
AMTEC '84 ... A Kaleidoscope of Media. Papers and Workshops (London, Ontario, June 17-20, 1984).
Association for Media and Technology in Education in Canada, London (Ontario).
PUB DATE- Jun 84
NOTE- 108p.
AVAILABLE FROM- Association for Media and Technology in Education in Canada, 1137 Western Road, London, Ontario, Canada N6G 1G7 ($5.00, Canadian, per copy).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Automation; *Computer Assisted Instruction; *Educational Media; Educational Technology; Evaluation Methods; Foreign Countries; *Microcomputers; Production Techniques; Staff Development; *Television Viewing; Use Studies; *Visual Literacy
IDENTIFIERS- Canada

This collection includes 16 conference papers and presentations and brief descriptions of 35 workshops and demonstrations. The document contains the following papers: (1) "Visual Literacy in the Elementary Grades" (David J. Bieman); (2) "Inservice Training for Sheridan's Audio Visual Staff" (Dave MacDougall); (3) "Auditorium Performance Criteria," with 16 charts and diagrams (Alan J. Powell), (4) "Do the 'Computer in the Classroom' Courses Change Teachers to Do a Better Job in the Classroom?" (Ray H. Topp); (5) "The State of the Art in the Use of Microcomputers in Elementary Education 1984" (Ray H. Topp); (6) "Robotics, Computers, Automation & You!" (Donald E. Coulman); (7) "Control Strategies and Image Placement Conditions in a Computer-Assisted Instructional Unit" (Robert M. Bernard and Claude Pineault); (8) "Naturalistic

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Cataloging; *Classification; Higher Education; *Library Catalogs; Library Collections; *Library Networks; Library Surveys; Library Technical Processes; Position Papers; Questionnaires; *Research Libraries
IDENTIFIERS- OCLC

This kit presents the results of a survey conducted by the Association of Research Libraries (ARL) in 1974 to investigate and document various experiences of academic and research libraries in reclassifying portions of collections or entire collections and the relationship between libraries' particular classification schemes on effective participation in cataloging networks. Of the 73 libraries responding to the survey, 62% reported having undergone a reclassification project in the past 15 years. A detailed analysis of the responses provides information and data on the nature of reclassification efforts, incentives for reclassifying, various cost analysis methods for reclassification projects, problems incurred by split collection operations, identification of the various networks in which responding libraries participated, and extent of utilization of the Ohio College Library Center (OCLC), including modifications in staff patterns, technical processing organization, and procedures resulting from network participation. A collection of source documents includes: (1) reclassification plans and procedures from University of Utah, University of Maryland, Dartmouth College, and University of Connecticut; (2) reclassification flow charts from Middlebury College and University of Maryland; (3) a letter to all members of the faculty at University of North Carolina; (4) a flowchart of monograph cataloging procedures prior to OCLC from Massachusetts Institute of Technology (MIT) and analyses of cataloging costs; (5) expenses for card production, cataloging, and end processing at Harvard; (6) the by-products of reclassification from Case Institute of Technology; (7) procedures for reclassification of active Dewey serials; (8) decisions to be made regarding changeover to Library of Congress classification; and (9) a 14-item reclassification bibliography. (THC)

ED 251 076 IR 050 898

DESCRIPTORS- *Academic Libraries; Higher Education; *Library Expenditures; Library Research; Library Surveys; *Research Libraries; *Worksheets
IDENTIFIERS- *Indirect Costs

This kit prepared by the Association of Research Libraries (ARL) contains 15 primary source documents on determining indirect cost rates in research libraries. The kit comprises: (1) six library cost studies and surveys, "Allocation of Library Expenditures to Research and Instruction" (University of Pennsylvania), "Sampling of Current Monograph and Periodical Payments; Assignment to Undergraduate and Faculty/Graduate Population" (Washington University), "Library Indirect Costs Study for Fiscal Year 1976" (Washington University), "Libraries Use Survey" (Cornell University), "Libraries and Audio-Visual Center Cost Allocation Study (Background, Methodology, and Cost Findings)" (Purdue University), and "Allocation of the Library Cost Pool" (Stanford University); (2) five worksheets, "Library Expense and Use Information Endowed 1975-76" (Cornell University), "Fiscal Year 1973-74 Allocation of Library" (University of Arizona), "Indirect Cost Computation Based on 1975-76 Actual Costs and Library Usage Questionnaire--Research Agreements" (University of Michigan), "Statement of Library Expenses for the Year Ended August 31, 1976" (Texas A&M University), and "Library Costs" (University of Utah); and (3) four documents containing general information from the National Association of College and University Business Officers (NACUBO) and the Department of Health, Education, and Welfare (HEW), "Cost of Federal Research Performed by Universities: A Call for Equity" (NACUBO Professional File), "Diagram Showing Three Primary Cost Categories for Major Universities" (NACUBO), "Sample Indirect Cost Proposal Format--Long Form" (HEW), and selected portions of Federal Management Circular 73-8, "Principles for Determining Costs Applicable to Research and Development under Grants and Contracts with Educational Institutions" (HEW). (THC)

ED 251 091 IR 050 913

Preservation of Library Materials. SPEC Kit 35.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Aug 77
NOTE- 92p.; Document contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Oct 78
NOTE- 133p.; For related documents, see IR 050 889 and IR 050 902.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Endowment Funds; *Financial Support; *Fund Raising; *Grants; Grantsmanship; Higher Education; Library Acquisition; Library Collections; Library Planning; Occupational Information; *Philanthropic Foundations; Program Proposals; Research Libraries

Responses to a 1978 telephone survey of selected Association of Research Libraries (ARL) directors indicated a movement toward the use of endowed funds for collection development and toward external funding for special collections. Other needs for which libraries were seeking external monies included technological improvements, publications, expanded services, and buildings. This collection of documents on external fund raising in ARL libraries contains: (1) a concise summary of fund raising strategies, national foundation grant trends, and development and overall benefits of increased external support; (2) a portion of the Council on Library Resources (CLR) Fellowship report on outside support for book funds (prepared at Brown University); (3) general resource materials on The Foundation Center and The Grantsmanship Center, and suggestions for applicants for the 1978 National Historical Publications and Records Commission Records Grant Program; (4) program and job descriptions from Northwestern University and Duke University; (5) examples of fund raising presentations from University of Pennsylvania, University of Chicago, Harvard University, Yale University, and Princeton University; and (6) two listings of selected foundations, i.e., those making grants to academic libraries in 1977, and those contributing to libraries since 1972. (THC)

ED 251 105 IR 050 927

Annual Reports. SPEC Kit 49.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 78

(Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Affirmative Action; Employment Practices; *Equal Opportunities (Jobs); Higher Education; *Library Personnel; Library Planning; *Personnel Policy; Position Papers; Research Libraries; *Universities

This Systems and Procedures Exchange Center (SPEC) kit on affirmative action programs, which replaces an earlier SPEC kit on affirmative action, contains planning documents from Association of Research Libraries (ARL) member institutions and policy statements on affirmative action and equal employment opportunity from several universities. The kit comprises: (1) "Affirmative Action Plan for Equal Employment Opportunities (January 1976)" and "EEO (Equal Employment Opportunity) Update (1978)" (National Library of Medicine); (2) "Affirmative Action Policy (September 1976)" (University of Massachusetts-Amherst, University Library); (3) "Affirmative Action Plan for Fiscal Year 1980 (October 1979)" (Library of Congress); (4) "Affirmative Action Plan (December 1978)" (University of Maryland Libraries); (5) "Affirmative Action Plan (September 1977)" (library component of university plan--Columbia University); (6) "Personnel Policies: Equal Opportunity, Affirmative Action (February 1979)" (Michigan State University Library); (7) "Equal Opportunity" (University of Minnesota); and (8) "Equal Employment Opportunity Policy (revised 1979)" (University of Tennessee-Knoxville). The concise summary that introduces the collection briefly discusses profession-wide concerns and individual library programs. (THC)

ED 251 119 IR 050 941

AACR 2 Implementation Studies. SPEC Kit 68.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Oct 80
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Cataloging; Higher Education; Information Seeking; Library Administration; *Library Catalogs; Library Personnel; *Library Planning; *Library Technical Processes; Position Papers; Research Libraries

Lawry, Bernice Koyama
Development of a Career Infusion Curriculum Model for Word Processing: A Systematic Approach.
PUB DATE- Jul 84
NOTE- 172p.; Ed.D. Dissertation, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Planning; *Class Activities; Community Colleges; *Curriculum Development; Questionnaires; School Surveys; Two Year Colleges; *Word Processing
IDENTIFIERS- *Career Infusion; *Skyline College CA

A study was conducted at Skyline College (California) to identify the career planning skills needed by word processing students; to select career planning concepts appropriate for the four semesters of the college's word processing program; to match the career planning skills with appropriate secretarial courses; and to develop career infusion activities for these courses. An opinionnaire was designed to collect data from word processing graduates, advisory committee members, instructors, and counselors. Respondents identified 24 career planning skills as important to include in the word processing curriculum; these were matched with appropriate secretarial courses. The first semester courses were matched with self-awareness and self-assessment skills; the second semester courses with career exploration skills; the third semester courses with decision-making skills; and the fourth semester courses with job-seeking skills. Career infusion activities were developed by word processing instructors to provide students with a systematic career planning process while learning the skills and knowledge needed to become word processing specialists. The study report includes a review of the literature on career education, the career infusion approach, and systematic curriculum development. Appendices provide the opinionnaire, course outlines for the secretarial offerings in the word processing program, an outline of the word processing degree requirements, examples of the career infusion activities developed, and an evaluation of the career infusion model. (Author/LAL)

ED 251 133

JC 840 586

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Planning; College Role; *Community Colleges; Enrollment Projections; *Long Range Planning; Program Improvement; State Colleges; State Surveys; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Washington

This planning report provides information about the types and magnitude of educational services to be provided by Washington State's community colleges from 1985 to 1900. The purpose of the plan, the planning process, and the report's format are presented and the mission of the community colleges in providing transfer/vocational education, basic skills programs, and contractual and personal enrichment courses is described. A systemwide look at plans for the period is provided, including a general statement of priorities; an overview of improvements needed in the areas of instructional equipment, basic skills instruction, faculty and staff development, and other elements of college operations; planned activities to increase enrollments; an analysis of factors affecting enrollment plans; and projections for facilities improvements. Summaries of the individual community college district plans include a description of the district's service area, a statement of goals, program plans, enrollment projections, and facilities plans. (HB)

ED 251 147 JC 840 612

Washington State Community College Capital Master Plan, 1985-91. Management Summary.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; *Capital Outlay (for Fixed Assets); *College Planning; *Community Colleges; Construction Programs; *Educational Facilities; *Facility Improvement; Facility Planning; Planning; State Surveys; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Washington

Designed for Washington State's decision makers and the trustees and administrators of the community college system, this report

Illinois State Univ., Normal. Dept. of Curriculum and Instruction.
SPONS. AGENCY- National Council of State Directors of Community-Junior Colleges.
PUB DATE- Dec 83
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Role; College Role; *Community Colleges; Courses; National Surveys; Questionnaires; *Remedial Instruction; Remedial Programs; State Agencies; *State Aid; Two Year Colleges

A study was conducted to ascertain the status of remedial education in the United States as perceived by state directors of community colleges. The study sought information on how the states defined remedial education; the states' mission in regard to remedial education; the courses funded as remedial; the governmental agencies with authority in this area; the methods of funding; the educational levels at which remedial education is conducted; and the present condition of remedial education in each state. A questionnaire was sent to state directors of community colleges in the 50 states and Puerto Rico. Based on responses from 40 states, study findings revealed: (1) 62% of the states did not have an official or working definition of remedial education; (2) 49% of the states had a remedial education mission statement in their community college enabling legislation; (3) secondary level math, English and reading courses tended to be funded as remedial in community colleges; (4) in 49% of the states, the body with responsibility for administering/coordinating remedial education in the community colleges was the state higher education board/agency; (5) 86% of the community college remedial courses received state funding; and (6) 84% of the respondents identified the community colleges as the primary providers of remedial education. The study includes a discussion of implications and recommendations; and the survey instrument. (HB)

ED 251 161 JC 850 009

Butler, J. Thomas
Games and Simulations in the Community College Classroom.
PUB DATE- Dec 83
NOTE- 147p.; Funded by a Title III grant.
LANGUAGE- English

NOTE- 23p.; Paper presented at the National Center for Neighborhood Enterprise Conference on Child Care in the United States: Toward a National Consensus (Washington, DC, October 28, 1984). Document contains light type.
AVAILABLE FROM- Freis and Miller and Associates, 1520 Catalina Court, Livermore, CA 94550 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; Cost Effectiveness; *Day Care; Day Care Centers; *Educational Vouchers; Employed Parents; Family Day Care; Family Programs; *Financial Support; *Low Income Groups; *Public Policy; Quality Control; School Age Day Care; *State Programs
IDENTIFIERS- *California

This paper describes the advantages of the vendor/voucher child care delivery system model developed by the consulting firm of Freis and Miller and Associates. An overview of the current situation discusses (1) the increasing demand for child care; (2) the cost-effectiveness of public child care assistance programs that enable low income families to work; (3) the need for regulation to establish minimum standards for child care; and (4) the need for policy changes to support non-center-based child care. In the vendor/voucher or purchase of service system, funds from the state of California are made available through subcontracts with private or public agencies. Families receive funds based on income and need for service and choose the form of child care (public or private center or family care) that best meets their needs. Quality indicators for a vendor/voucher system include regulation of care providers, sufficient stable funding, maximum parental choice in selecting child care, and efforts to increase the quality of care. This model allows employers or other organizations to contribute funds in order to expand services. It is suggested that the model is a logical one for communities that wish to develop new child care systems or expand old ones. (CB)

ED 251 175 PS 014 682

de Avila, Marcia Freedman
A Model Parental Involvement Program for Bilingual/Bicultural Developmental Day Care.
PUB DATE- 76
NOTE- 66p.; Filmed from best available copy. Master's Thesis,

ED 251 188 PS 014 721

Yagi, Kan
Chapter I Early Childhood Education Program: Year End Evaluation Report, July 1984.
Portland Public Schools, OR. Evaluation Dept.
PUB DATE- 15 Aug 84
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Arithmetic; *Disadvantaged Youth; Early Childhood Education; Followup Studies; Grade 3; Interpersonal Competence; Kindergarten; Language Skills; *Preschool Children; Program Descriptions; *Program Effectiveness; *Program Evaluation
IDENTIFIERS- Oregon (Portland)

This year-end evaluation report concludes the twelfth year of operation of the Chapter I Early Childhood Education (Preschool) Program in Portland, Oregon, public schools. The purpose of the preschool program is to provide educationally disadvantaged children with the experiences needed to ameliorate their disadvantages. The report is prepared largely as a narrative supplement to statistical report forms used by the Chapter I evaluation and is organized into four main sections: brief introduction, description of the program, discussion of evaluation methodology and findings, and report of the follow-up study of former program students in kindergarten and third grade. Program description covers the organization of the program, characteristics of the student population, recruitment and attendance, facilities and learning materials, daily educational activities, and project costs. Evaluation information is organized according to program goals in the areas of language, arithmetic, small motor skills, and social skills. (The Record of Goals Mastery was used in the fall and spring to record achievements in these areas.) The follow-up study used comparison groups matched according to school, grade, sex, ethnic group, and, to the extent possible, month of birth. Results suggested that preschool interventions appear to produce positive results when assessments are made soon after the preschool experience, but that these advantages apparently are not well sustained when assessments are made in later years. (RH)

ED 251 189 PS 014 722

NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Breakfast Programs; Children; Consumer Protection; Elementary Secondary Education; Federal Regulation; *Food; Guidelines; *Lunch Programs; Meat; *Merchandise Information; *Nutrition; Social Services
IDENTIFIERS- *Child Nutrition Labeling Program; Child Nutrition Programs; Department of Agriculture; Protein

This manual establishes policies and procedures for the Child Nutrition (CN) Labeling Program, a voluntary federal program run by the United States Department of Agriculture. The program is responsible for reviewing a product formulation to determine the contribution a single serving of that product makes toward the child nutrition meal pattern requirements. Meal pattern requirements specify foods and minimum amounts that must be served in institutions participating in child nutrition programs (for example, the school lunch program). Procedures described here apply to juice drinks and juice drink products and to food products served in main dishes that contribute significantly to the meat or meat alternate component of the meal pattern. These guidelines were developed to assist food service directors in determining the actual contribution of commercially prepared items such as beef patties and combination items (burritos, pizza, etc.) toward meal pattern requirements. This manual also specifically details information on the development of the CN Labeling Program; eligibility criteria to be met for products to receive a CN Label Statement; instructions on how to identify a CN label; penalties for misusing the CN logo; the advantages of using CN labeled products; what a CN label does not mean; the basis for crediting meat, poultry and seafood products; and how to submit a label application. (CB)

ED 251 203 PS 014 737

Andersson, Bengt-Erik; Gunnarsson, Lars
Family Support and Development: A Longitudinal, Ecological Study of Families with Children of Pre-School and Junior-Level Age (The FAST-Project).
National Swedish Board of Education, Stockholm.
PUB DATE- Aug 84

ED 251 216 PS 014 750

Gaston, Caroline
New Futures School: An Overview.
Albuquerque Public Schools, N. Mex.; New Futures, Inc., Albuquerque, N. Mex.
SPONS. AGENCY- Manpower Demonstration Research Corp., New York, N.Y.
PUB DATE- Oct 84
NOTE- 9p.; Prepared at New Futures School.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Counseling; Day Care; *Health Services; *Nontraditional Education; *Parent Education; *Parenthood Education; Program Descriptions; Public Schools; Secondary Education; Social Services
IDENTIFIERS- *New Futures School NM; New Mexico (Albuquerque)

New Futures School (NFS), located in Albuquerque, New Mexico, is a comprehensive program for adolescent parents. NFS is an alternative school of the Albuquerque Public Schools and is supported by a non-profit, community-based organization, New Futures, Inc. There are two departments of the NFS in-school program: the Perinatal Program, serving the teenager who enters during her pregnancy and remains until the end of the semester in which her child is born, and the Young Parents' Center, serving school-aged mothers and fathers who cannot successfully participate in a regular school program in the year(s) following the birth of their child(ren). Educational services of the NFS include academic classes required for high school graduation, special education classes, classes to prepare the young mother to care for herself during pregnancy, vocational classes, and classes in parenting and child development. Health services include individual health counseling, group health instruction, and nutrition counseling. Additionally, each client is provided individual counseling upon request. Each NFS student is involved in group counseling once a week through one of her classes, and weekly counseling groups are held for those young women who are considering relinquishing their children and for other students with special needs. NFS operates three child care facilities; offers employability training and vocational awareness instruction; and includes outreach, volunteer service, primary prevention, technical assistance, and networking functions. (RH)

ED 251 217 PS 014 751

programs. Other witnesses from public and private agencies presented views on reducing students' cost for the reduced-price school lunch, reinstating verification of parent eligibility for food assistance to family or group day care providers, reauthorizing funding of NET, and allowing the USDA to no longer sponsor the Summer Food Service Program. The second hearing was held before the Committee on Agriculture, Nutrition, and Forestry on April 4, 1984. Testimony was presented on the above issues and on the effects of making private schools ineligible for the school lunch program if their annual tuition is more than $1,500. Ways to require and fund better nutrition in the breakfast program were informally discussed. Copies of two bills are appended: S.1913 proposes certain changes in the school lunch and other child nutrition programs, and S.1994 would amend the National School Lunch Act to reinstate eligibility criteria for participants in the Child Care Food Program. (CB)

ED 251 231 PS 014 771

Aylward, Glen P.; And Others
The Environmental Quality Index: A Tool for Developmental Outcome Studies.
PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Environment; *High Risk Persons; *Identification; *Infants; Longitudinal Studies; Questionnaires; *Social Support Groups; *Socioeconomic Status; *Test Construction
IDENTIFIERS- *Environmental Quality Index

A socioeconomic status (SES) and social support questionnaire was administered to the families of 559 singleton infants in a National Institute of Health collaborative study conducted at five university medical centers. A subset of six items measuring both SES and social support (which accounted for 87 percent of the common variance) was developed and entitled the Environmental Quality Index (EQI). These scores were summarized and separated into quartiles, and the performance of infants in the quartiles was compared on 9-, 18-, and 36-month outcome measures. Significant

Analysis; *Program Effectiveness; Program Evaluation; Young Children

The report examines three major research thrusts of the Early Intervention Research Institute at Utah State University. First, meta analysis, a procedure used to review and integrate results of 156 studies (1937-1983) on the efficacy of early intervention with handicapped, at-risk, or disadvantaged children, is evaluated and its needs established. Among tentative conclusions offered as a result of the review are that intervention programs do result in moderately large immediate benefits for handicapped and disadvantaged populations; the more highly structured programs are directly associated with more effective outcomes; certified primary intervenors are substantially more effective than noncertified intervenors; and that for disadvantaged populations, the immediate benefits of early intervention decline rapidly up to about 36 months after the intervention is completed. Results were not clear-cut as to whether or not involving parents in intervention programs is effective. The second major research effort was directed to analysis of cost effectiveness for half day versus full day programs for communicatively and mentally disabled children. An economic model for cost analysis is proposed and its use illustrated. The third research activity described is a longitudinal study of early intervention with hearing impaired students. Among findings was that hearing impaired Ss who received early home intervention perfomed better than late intervention Ss on communication/language skills in relationship to academic skills. Additional chapters describe disseminative activities, the functions of the advisory committee, research training for graduate/research assistants, and project management. (CL)

ED 250 846 EC 170 880

Weiser, Margaret G.
Developments and Trends in Special Education.
PUB DATE- 1 Jul 84
NOTE- 16p.; Paper presented at the Annual Anglo-American Conference (7th, London, England, July 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; *Educational Trends; Elementary Secondary Education; *Federal Legislation; History; *Special Education; Trend

should be designed to help families carry out their responsibilities to nurture their children and encourage their development. The fourth section advocates the establishment of a regional program that emphasizes comprehensiveness of service, coordination, continuity, and communication. The concluding section examines issues and recommends changes in the health care system regarding organization and financing of services, schools, research, and training of service providers. (CL)

ED 250 862 EC 170 897

PRISE Reporter. Issues and Happenings in the Education of the Mentally Retarded. Volumes 13-15, November 1981-May 1984.
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
SPONS. AGENCY- Montgomery County Intermediate Unit 23, Blue Bell, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE- 82
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Age; Court Litigation; *Deaf Interpreting; *Disabilities; Educational Needs; Elementary Secondary Education; Hearing Impairments; Learning Disabilities; Legal Responsibility; *Low Vision Aids; Physical Disabilities; Program Development; Reading Instruction; Severe Disabilities; *Student Evaluation; Student Placement; Visual Impairments

The "PRISE Reporter" newsletter is issued six times a school year, generally from November through May. This collection of 18 issues examines the following special education topics: "Chronological Age in the Design of Educational Programs for Severely and Profoundly Impaired Students" (L. A. Larsen and L. B. Jackson); "Beyond Reading Skills: Reading for Meaning" (J. W. Lerner and M. A. Richek); "An Alternative to Categorical Placement: A Needs Approach" (H. Reinert); "Low Vision Aids and Vision Rehabilitation" (C. Eagan); "Psychological Evaluation of Physically Handicapped Students" (H. D. Love); "The Amy Rowley Case" (K. Hull); "Orientation and Mobility: A Generic Approach. Methods to Develop Independent Travel Skills" (B. H. Williams); "Microcomputers in Special Education: The Potential and the Pitfalls" (A. E.

obstacles cited. Findings reveal that even during the recent recession, the company was able to compete successfully in the custodial business, stay in operation, and realize a profit. Additional comments focus on employee involvement in running the company, private sector involvement, and marketing of small businesses. The model is seen as a feasible alternative to traditional vocational rehabilitation approaches. Policy implications and recommendations conclude the report. (CL)

ED 250 877 EC 171 114

State Plan for Special Education. Effective May 1, 1984.
Kansas State Dept. of Education, Topeka.
PUB DATE- Oct 84
NOTE- 206p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Confidentiality; *Disabilities; Due Process; Elementary Secondary Education; *Program Administration; Program Development; *School Districts; Special Education; State Standards; Student Placement
IDENTIFIERS- *Kansas

The state plan outlines aspects of special education in Kansas. The initial section provides background information and outlines the needs in teaching positions (both professional and paraprofessional) and in the numbers of students receiving special education. The second section addresses the following state department operations: administration and supervision, advisory council for special education. Approval of special education programs, institutions and state schools, and evaluation plans. The bulk of the document is devoted to an analysis of the following local education agency operations: (1) administrative responsibilities, with sections on local administration and supervision of special education, local comprehensive plans, least restrictive environment, cooperative agreements, reimbursement and finances, facilities, and exceptional children enrolled in private schools; (2) procedural responsibilities, including screening, evaluation, placement, and review procedures, procedural due process, and confidentiality; (3) the program areas of early childhood handicapped, gifted, language, speech and hearing impaired, mental retardation, personal and social adjustment, physically and other health impaired, severely multiply

ED 250 893 EC 171 131

DeJong, Gerben
Independent Living & Disability Policy in the Netherlands: Three Models of Residential Care & Independent Living. Monograph Number Twenty-Seven.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
REPORT NO.- ISBN-939986-40-X
PUB DATE- 84
NOTE- 90p.; Developed as part of the International Exchange of Experts and Information in Rehabilitation program. This investigation was supported in part by the Fulbright Program.
GRANT- G008103982
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Delivery Systems; Demography; Foreign Countries; Group Homes; *Models; Normalization (Handicapped); *Physical Disabilities; Political Influences; *Public Policy; Residential Programs; Welfare Services
IDENTIFIERS- *Independent Living; *Netherlands

The monograph examines the way in which the Netherlands' three-part system of residential care and independent living (IL) for people with physical disabilities interacts with the country's health and social welfare systems. The three-part system comprises: the residential center model, the clustered housing model, and the independent housing model. The monograph addresses the following topics in separate chapters: the larger demogrphic, economic, social and political context (demographic diversity, interest group politics); the social insurance system for disabled persons (major social insurance programs, health insurance and long-term care funding, costs and utilization); Holland's 3-part residential and IL system (the Fokus concept, home health services); and the future of Dutch IL policy and implications for the United States (use of residential centers, financing of in-kind benefits, and corporative system of decision making). Commentaries of three persons (a research analyst, a research economist, and a consulting psychologist) interviewed for the study are appended. (CL)

English-speaking country, and had not concentrated on learning aural-oral skills in English. Both were teaching an undergraduate astronomy course. A lecture by each TA was audiotaped and notes taken simultaneously on the blackboard use, gestures, and eye contact of the TAs. The tapes were analyzed, and a transcript of the Korean TA's lecture was discussed with him to learn of his intentions in parts of the discourse. Based on the discourse analysis, it is suggested that courses designed to help TAs communicate effectively in the American university classroom focus on practicing flexibility in the linguistic domain and on effective communication strategies. This way, TAs can express the importance of a point, how two ideas relate, or how an equation can be applied to a problem. Transcripts of the two subjects' lectures are appended. (MSE)

ED 250 908 FL 014 583

Gabbay, Anita; Mirensky, Debi
Cognitive Processes of Vocabulary Recognition.
PUB DATE- 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; College Students; *Context Clues; Decoding (Reading); *English (Second Language); Foreign Countries; Hebrew; *Second Language Learning; *Vocabulary Development; *Word Recognition

This study investigates the cognitive processes used by nonnative students of English as a second language (ESL) in recognizing vocabulary items. Four specific questions are addressed: (1) To what extent does context aid in evoking educated guesses? (2) To what degree can contextual clues mislead intelligent guessing? (3) Do foreign language learners ignore wider contextual clues and focus only on the immediate radius of the unfamiliar vocabulary item? and (4) Do nonnative English learners perceive the meaning of unfamiliar items differently when items are presented in isolation rather than in a contextual framework? The subjects were 20 college-aged ESL students at the Hebrew University of Jerusalem with a normal range of ability. A three-part questionnaire was administered. One part was a 385-word text with 10 words representing various parts of speech replaced by nonsense words and numbered alternatives for the nonsense word. The second part

English Teaching Profile: Syrian Arab Republic.

British Council, London (England). English Language and Literature Div.

PUB DATE- 84

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adult Education; Audiovisual Instruction; Curriculum Development; Developing Nations; Educational Administration; *English (Second Language); Foreign Countries; Instructional Materials; *Language Role; *Language Teachers; Public Schools; Recruitment; *Second Language Instruction; Teacher Education; Technical Assistance; Testing

IDENTIFIERS- *Syria

A description of the status and role of English language use and instruction in Syria, in which English has been given the status of the first foreign language, is presented. The following topics are reported on: (1) general usage; (2) English within the educational system, including the length of English training, testing, syllabus construction, English for special purposes, adult education, and radio and television instruction; (3) the qualifications, supply, training, and recruitment of teachers; (4) the availability of instructional and audiovisual materials; (5) administrative issues related to English instruction; (6) development and planning of English instruction; (7) English instruction outside the public educational system; (8) British, American, and other agency support for English instruction; (9) commercial and creative publishing opportunities; (10) current research; and (11) other information sources. It is concluded that although there are many shortcomings in English instruction at all levels, there have also been significant accomplishments in enrollment increases, expansion of postsecondary education, a general educational shift in favor of English use, and adequate supplies of texts and teachers. Further consolidation of English as the primary foreign language is foreseen, along with opportunities to improve standards and materials. An appendix lists the required books for students of the English Department of Damascus University, 1983-84. (MSE)

ED 250 922 FL 014 670

Gilmore, Perry
A Children's Pidgin: The Case of a Spontaneous Pidgin for Two.
Sociolinguistic Working Paper Number 64.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Jul 79
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; English; *Intercultural Communication; *Language Acquisition; Language Proficiency; *Language Universals; Language Variation; Peer Influence; Peer Relationship; *Pidgins; *Second Language Learning; Swahili; Young Children

The study of the spontaneous generation of a pidgin by two children, five and six years old, to accommodate their communication needs when neither had fully acquired his native language, is described. The children were an African native of a Swahili-speaking family and an American child living in the African village. The new language created was a mixture of Swahili and English but distinct from both, unintelligible to any but the two, and the primary language for both children for most of their daylight hours for a period of fifteen months. The pidgin is analyzed from the American child's comments on and translations of tape recordings of a variety of interactions. Directions of linguistic change and elaboration typical of creolization were found. The language is described in terms of its elements from Swahili and English, lexical content and development, an ethnographic view of the social context of the pidgin, the village speech community, children's speech community, and functions and uses of the pidgin. Comments are made on verbal play and the process of invention in language, and on the universal characteristics of both children's language and pidgin language. Transcribed conversations and data on specific word use and utterances are used as illustrations. (MSE)

ED 250 936 FL 014 693

Duranti, Alessandro
"Lauga" and "Talanoaga": Structure and Variation in the Language of a Samoan Speech Event. Sociolinguistic Working Paper Number 72.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.

interaction with the related consideration that the right to speak is inherently limited rather than interactionally controlled and negotiated. (Author/MSE)

ED 250 949 FL 014 707

Mertz, Elizabeth

Language and Mind: A "Whorfian" Folk Theory in United States Language Law. Sociolinguistic Working Paper Number 93.

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jul 82

NOTE- 23p.; For other titles in this series, see FL 014 699-705.

AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Acculturation; *Citizenship; Comprehension; *Court Litigation; *English (Second Language); *Language Fluency; Language Role; *Laws; Legal Problems; Linguistic Theory; *Political Socialization; Psycholinguistics; Scientific Concepts; Sociolinguistics

A folk theory of the effect of language on thought underlies decisions made in U.S. courts regarding language law. Previous work on folk theory has shown an internal structuring by which a premise entails subsequent terms, consistent within the framework of the folk theory's logic. An analysis of metapragmatic statements in U.S. case law materials reveals a crudely "Whorfian" premise from which a common folk theory of language builds. This theory, evident in judges' decisions and dissents, predicates the ability to understand U.S. political concepts on fluency in English. Because becoming a citizen requires comprehension of these political concepts, the folk theory links identity as a U.S. citizen with the ability to speak the English language. The appearance of a Whorfian premise in this folk theory also lends support to the suggestion by cognitive anthropologists that scientific theories are typically systematized adaptations of folk theories. (Author)

student discipline. In "The Regulation of Private Education through Taxation," James P. Guenther examines public policy issues concerning taxation and exemptions from federal income tax for colleges, as well as the relationship between colleges and the government. "Relating Faith and Learning" by Earl J. McGrath discusses the responsibility for making values part of education and the roles of church-related colleges. Finally, Robert H. Mounce's article, "The President's Role in Church-College Relations," considers the mission of the college and church and the president's role in promoting church-college relations. (SW)

ED 250 964 HE 017 688

Powell, J. P., Ed.
Higher Education Research & Development, Volume 3, Number 1, 1984.
Higher Education Research and Development Society of Australasia, Sydney. (Australia).
PUB DATE- 84
NOTE- 112p.
AVAILABLE FROM- Higher Education Research & Development Society of Australasia, TERC, University of New South Wales, P.O. Box 1, Kensington, Australia 2033 (AUS $30).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Age; *College Instruction; Curriculum Development; Educational Research; Essays; *Expository Writing; Foreign Countries; Futures (of Society); Instructional Design; *Intercollegiate Cooperation; *Learning Processes; *Postsecondary Education; Prediction; Student Attitudes
IDENTIFIERS- *Australia

Seven articles on higher education in Australia are presented, along with two review articles. "Operation Bootstrap--Reflections of a Staff Developer" (Colin Flood Page) offers views on various aspects of college learning and teaching. Findings of a study on student learning through essay-writing are presented in "Essay Planning and Essay Writing" (Dai Hounsell). Factors perceived as affecting learning of second-year college students are reported in "Student Perceptions of Factors Influencing Tertiary Learning" (David Watkins). Student forecasts concerning the future of Australian higher education in the 1980s and 1990s are discussed in

ED 250 978 HE 017 829

Payan, Rose M.; And Others
Access to College for Mexican Americans in the Southwest: Replication after 10 Years. College Board Report No. 84-3.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-84-17
PUB DATE- 84
NOTE- 40p.; For the earlier study, see ED 067 015.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Access to Education; Ancillary School Services; College Bound Students; *College Students; *Enrollment Trends; Geographic Regions; Higher Education; *Mexican Americans; Questionnaires; Student Attrition; *Student Financial Aid; *Student Recruitment
IDENTIFIERS- *United States (Southwest)

The enrollment of Mexican Americans in college, services to this population, and their achievements were studied in 1982, as a replication of a 1972 study. In addition to presenting comparable results of the two surveys, attention is directed to recent literature on Hispanic access and achievement as well as critical issues that need to be addressed. Information is provided on: total undergraduate and Mexican American enrollment in southwestern colleges in fall 1970 and fall 1980 by state and college type; factors that limit enrollment of Mexican American students, as reported by colleges; percentages of colleges using various strategies to recruit Mexican American students by type of college; average amounts of undergraduate aid available to institutions in 1971 and 1981 by college type; average estimates of grant, loan, and job aid awarded to Mexican American undergraduates in 1970 and 1980 by college type; ratings of possible problems affecting Mexican American students needing financial aid; percentage of colleges that provide various student support programs and services by college type; judged importance of factors that may affect academic achievement and attrition of Mexican American students; and average number of full-time Mexican American professional staff per institution. The study questionnaire is appended. (SW)

PUB DATE- Nov 84
NOTE- 6p.
AVAILABLE FROM- NACUBO, One Dupont Circle, Suite 500, Washington, D.C. 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *College Administration; Data Collection; Higher Education; *Information Processing; *Management Information Systems; *Program Development; Program Effectiveness; *Quality Control; *Recordkeeping
IDENTIFIERS- *Records Management

The need for information controls for college records management programs and the elements of program organization, planning, and management are discussed. Conditions at institutions that indicate a flaw in information control are identified, along with the benefits of a sound records management program. The management of an information and records management program requires a program coordinator. The planning of a successful program begins with an understanding of an institution's organizational structure, including the relationships between offices and their respective functions. Also needed are a records review committee, survey forms for the collection of document data, and a timetable for surveying institutional offices. The processes of inventorying, reviewing, and auditing documents are essential in the establishment of a sound records management system. Another goal is to prevent unnecessary data from being produced. Retention and disposition schedules are the foundation of a successful records management program. These schedules are formulated on the principle that documents are removed from offices when they are no longer active. Each office should be audited at least once a year, regardless of the amount of information it generates, disburses, and retains. (SW)

ED 250 993 HE 017 848

Fly, Emerson H.; High, Katherine N.
Management Development at the University of Tennessee.
PUB DATE- Nov 84
NOTE- 5p.
AVAILABLE FROM- NACUBO, One Dupont Circle, Suite 500, Washington, DC. 20036.
LANGUAGE- English

ED 251 006 HE 017 867

Der-Karabetian, Aghop; Best, Beverly
Motivations of Adult Women Attending College.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Employed Women; *Enrollment Influences; *Females; Higher Education; *Learning Motivation; Minority Groups; *Reentry Students; Undergraduate Students; Unemployment; White Students

The educational motivation of 200 adult undergraduate college women from four academic groups were examined, using the Educational Participation Scale (Boshier, 1971). The sample ranged in age from 30 to 55 years old, with a median age of 39. Their academic areas of study were business and public administration, health services, liberal arts and home economics, and education and psychology. Overall, the women were motivated highly by "cognitive interest," moderately by "social welfare," "escape/stimulation," and "professional advancement" and low by "social relations." The academic program groups did not differ in social relations, escape/stimulation, and social welfare. On professional advancement, the liberal arts/home economics group scored lowest. Minority women scored higher on social relations, professional advancement, and cognitive interest. Unemployed women score higher on professional advancement and cognitive advancement. Caucasian unemployed women were highest on escape/stimulation and lowest on cognitive interest. (Author/SW)

ED 251 007 HE 017 868

Many Proprietary Schools Do Not Comply with Department of Education's Pell Grant Program Requirements.
Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO-HRD-84-17
PUB DATE- 20 Aug 84
NOTE- 71p.
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Facility, P.O. Box 6015, Gaithersburg, MD 20760.
LANGUAGE- English

ED 251 020 HE 017 882

Goldenberg, David H.
Questions, Rules and Resources: A Sequential, Narrative Guide for Academic Advisors.
Bradley Univ., Peoria, IL. Center for Orientation, Advisement, Retention.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Advising; College Students; *Faculty Advisers; General Education; Graduation Requirements; *Guidelines; Higher Education; *Information Needs; School Registration

A guide for academic advisers is presented that includes anticipated student questions and important concerns to consider at each stage of student's progression through college. Resource materials that will help the adviser are listed for each topic. Publications and materials that the student should have are also indicated. Topics include the following: general education and basic skills requirements, transfer credits, midterm examinations, early registration, summer school courses taken at other colleges, courses to be taken during the last years of school, audits and credits, requirements for the major, residency requirement, tuition refunds provided to students who withdraw from a course, course load, and dropping or adding a course. (SW)

ED 251 021 HE 017 884

Ingle, Clyde R.
Post-Secondary Education for Part-Time and Returning Students. Policy Paper.
Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE- 25 Jun 81
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; *College Programs; College Role;

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Academic Standards; Administrator Role; *Athletes; Athletics; College Credits; College Presidents; *College Students; Eligibility; *Federal Legislation; Government School Relationship; Hearings; Higher Education; *Scholarships
IDENTIFIERS- *College Athletics; Congress 98th; National Collegiate Athletic Association

The quality of education obtained by student-athletes in large-scale collegiate athletic programs is assessed. Attention is directed to a proposed bill that would require university athletic departments to maintain an accurate accounting of all athletes under scholarship, organized by sport, in order to evaluate their academic progress. The following concerns are addressed: the case of athletes who have academic ability but do not succeed because of time demands placed on them by athletics; the dilution of academic standards to accommodate the student-athlete; and the extent to which athletic scholarship programs respond to the needs of student-athletes no longer able to participate in college athletic programs. Additional considerations include: the initial eligibility of the student-athlete; the extent to which student-athletes are awarded inappropriate passing grades; and the problems student-athletes face in accumulating enough credits to graduate in 4 years. The proposed bill would require institutions to make an educational commitment to the athlete at the time of recruitment. If it took 4 or 5 years for the student to graduate or if the individual was injured, the scholarship would not be terminated. Suggestions are offered that college presidents should get involved in college athletic issues to stop abuses. (SW)

ED 251 035 HE 017 900

Improving the Research Infrastructure at U.S. Universities and Colleges. Hearing before the Committee on Science and Technology. U.S. House of Representatives, Ninety-Eighth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
PUB DATE- 8 May 84
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Engineering; *Facility Requirements; *Federal Aid;

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; College Faculty; Educational History; Financial Support; Fund Raising; Government School Relationship; Higher Education; *Institutional Advancement; *Lobbying; *Political Influences; Research and Development; Research Projects; *State Universities
IDENTIFIERS- Ethnomethodology; *Research Universities; *University of New Mexico

The manner in which the University of New Mexico developed from an undergraduate teaching institution in the direction of a graduate research university during 1967-1978 was studied, using an ethnohistorical research approach. A combination of qualitative research commonly associated with the participant-observation approach was employed. A large number of documents, such as memoranda, letters, and written reports, were analyzed to reconstruct the historical events at the college during the study period. Informal interviews were also conducted. The findings indicate that the university engaged in political action as a means through which it could protect its research interests, secure resources, and adapt to changes in its external research support environment. During 1968-1978, the college administration pursued three avenues of support for faculty research: retaining a portion of the overhead charged to the general budget, reducing teaching loads for selected faculty, and establishing the Office of the Vice-President for Research. To develop external support for faculty research and development during 1971-1978, the university increased its contacts with the directors of funding agencies, the state government, and New Mexico's congressional delegation. (SW)

ED 251 049 HE 017 915

Setting the Pace for Professionalism. Proceedings of the Annual Meeting of the Association of Physical Plant Administrators of Universities and Colleges (70th, Louisville, Kentucky, July 10-13, 1983).

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

REPORT NO.- ISBN-0-913359-24-6
PUB DATE- Jul 83
NOTE- 46[illegible]p.
AVAILABLE FROM- Association of Physical Plant Administrators of

Evaluation in Action" (Mary F. Kennedy); (9) "Educational Media and Technology as a Social Inquiry: Teaching Instructional Communication as Social Science" (Stuart A. Selby); (10) "Introduction to the Production Process"; (11) "Television: A Distorted View" (Patricia A. Dolan Lewis, Richard F. Lewis); (12) "Educational Technology: Art or Science?" (Denis Hlynka); (13) "Duet: From a Pilot to a Reality"; (14) "The Role of Television in the Lives of Gifted Students" (D. J. Engel); (15) "Television Stereotypes as Role Models for North American Youth" (Nan MacLeod Engel); and (16) "The Brain and Educational Technology" (James J. La Follette). (LMM)

ED 251 062 IR 050 856

Watt, James H., Jr.; Stefanov, Rebecca
An Exploratory Study of Factors Affecting Usage of an On-Line Computer-Based Bibliographic Retrieval Service.
SPONS. AGENCY- National Inst. of General Medical Sciences (NIH), Bethesda, Md.
PUB DATE- 25 May 84
NOTE- 23p.; Paper presented at the Annual Conference of the International Communication Association (San Francisco, CA, May 24-28, 1984).
CONTRACT- NO1-NS-0-2345
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Databases; Health Materials; *Health Personnel; Information Needs; *Information Retrieval; Information Seeking; *Information Sources; Online Systems; Questionnaires; *Training Methods; *User Satisfaction (Information); Use Studies
IDENTIFIERS- *End Users; *MEDLINE

The situational and personal factors affecting the usage of a computer based information service by health care professionals are described. Of 166 health care professionals who were identified as potential users of MEDLINE at the University of Connecticut, 126 carried out one or more online searches. Pre-use and post-use questionnaires were administered to solicit information in the following areas: job profile, information needs, current use of information sources, satisfaction with information sources, experience with automated information systems, beliefs about computers and automated information systems, physical difficulty in

Library Instruction. SPEC Kit 17.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Sep 77
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Administrative Organization; Centralization; Decentralization; Higher Education; *Library Instruction; Library Surveys; Orientation Materials; *Program Descriptions; *Program Evaluation; Questionnaires; *Research Libraries

At the request of the Pennsylvania State University Library, the Office of Management Studies surveyed Association of Research Libraries (ARL) members requesting information and documentation illustrating the organization, nature, and level of the library instruction function at their institutions. A review of the responses from 64 of the 94 ARL libraries surveyed reveals that 64% maintain a formalized and centralized administrative pattern for library instruction with the responsibility allocated to a specific person and/or a committee, and 36% have decentralized library instruction activities that are assumed by staff on a more ad hoc basis. One objective of the survey was to review the effects that administrative patterns have on library instruction programs. The centralized and formalized pattern of administration appeared to be the one preferred among those libraries providing library instruction activities in main, branch campus, and departmental libraries. Additionally, activity appeared to be greater and more diverse among libraries with formal and centralized library instruction programs. An analysis of the library instruction survey is followed by 17 representative documents from ARL libraries. They include nine program descriptions, five program evaluations, and examples of instructional materials from three institutions. (THC)

ED 251 077 IR 050 899

Staff Associations. SPEC Kit 19.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- 79

PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Materials; *Library Planning; Library Research; Library Standards; Library Surveys; *Preservation; *Research Libraries

This Association of Research Libraries (ARL) kit on preservation of library materials contains: (1) descriptions of preservation programs and objectives from Boston University, the University of Michigan, University of Wisconsin, and University of California at Los Angeles; (2) a description of the Library of Congress' National Preservation Program and expectations for the program from University of California at Berkeley; (3) binding specifications from University of Connecticut, University of Missouri, and University of Massachusetts; and (4) planning documents for binding requirements from Washington University, University of Connecticut, Syracuse University, University of Georgia, and Dartmouth College. At the beginning, a concise summary of a 1977 survey of ARL members focuses on preservation planning, commercial versus in-house binding/restoration, other preservation efforts including microfilming, the National Preservation Program, and future trends. (THC)

ED 251 092 IR 050 914

The Allocation of Materials Funds. SPEC Kit 36.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Sep 77
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Budgeting; Guidelines; Higher Education; *Library Acquisition; *Library Materials; Program Proposals; *Research Libraries

This Association of Research Libraries (ARL) kit contains source documents providing information on the general background, statistics/criteria, formulas, and decision-making processes used in the allocation of materials funds in academic libraries. The kit comprises: (1) a working paper on "Guidelines for the Allocation of

NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Annual Reports; Higher Education; *Library Administration; *Library Planning; *Library Role; Research Libraries

An examination of the Systems and Procedures Exchange Center's (SPEC) file of 72 annual reports from Association of Research Libraries (ARL) member institutions found that administrators were using annual reports for several purposes: as communication links with library users, the university administration, and the general university community, and as tools for developing public support and influencing acceptance of library goals and programs. At the beginning of this kit, a concise summary covers purpose and formats of annual reports, content issues, and future trends and issues. The kit contains complete annual reports for the year 1976-1977 from University of North Carolina, Stanford University, Duke University, and University of Arizona. The collection also contains excerpts of annual reports grouped under the following headings: (1) emphasis on planning/goals (Wayne State, University of Western Ontario, Ohio State University, and University of Kentucky); (2) university/library relations and support (Texas A&M, University of Toronto, University of Rochester, University of British Columbia, and Indiana University); and (3) information on internal library issues subdivided into (a) staffing (University of Texas and Harvard University); (b) collections (University of Alberta, University of California/Berkeley, and Syracuse University); (c) technical services (Johns Hopkins University); and user services (Arizona State University). (THC)

ED 251 106 IR 050 928

Fringe Benefits. SPEC Kit 50.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 79
NOTE- 119p.; Legibility varies.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

IDENTIFIERS- *Anglo American Cataloging Rules

Of the 53 Association of Research Libraries (ARL) member institutions that responded to a 1980 Systems and Procedures Exchange Center (SPEC) call for Anglo American Cataloging Rules Second Edition (AACR 2) implementation studies, 37 had looked at the impact of the new code on library operations, while 16 indicated they had not done a formal study that could be shared. The concise summary that introduces the kit contains a brief description of the survey and an assessment of study methodologies by William Gray Potter of the University of Illinois Library. The kit comprises nine implementation studies and a list of additional studies and reports for loan to ARL members: (1) "A Five-Year Projection of the Impact of the Rule for Form of Heading in AACR 2 upon Selected Academic Library Catalogs" (Arlene Taylor Dowell); (2) "AACR 2 and the Wilson Library Card Catalog: What the Problem Is, How the Catalog Department Will Solve It" (University of North Carolina at Chapel Hill); (3) "Technical Services Internal Planning Documents" (Yale University); (4) "AACR 2 Impact--Statistical Study" (University of Minnesota); (5) "Abstract," "Summary of Recommendations," and "Bibliography" from "Between a Rock and a Hard Place: Report of the WSUL Working Group on the Post-1980 Catalogs" (Wayne State University); (6) "Appendix C, AACR 2 Subcommittee Report on the Impact of AACR 2 on Morris Library's Catalogs and Cataloging" (Southern Illinois University); (7) "An Examination of LC Lists of Revised Headings for 1981" (Brown University); (8) "Appendixes A, B, and C: Estimate of the Cost of Three Ways of Integrating the AACR II Changes into the Existing Catalogs; AACR II Time Studies; Calculations Used to Determine Staff Required to Change Existing Cards to Conform to AACR 2" (University of Washington); (9) "How to Determine the Number of Unique Headings per Title" (Association of Research Libraries); and (10) a list of additional documents submitted by ARL members in response to the survey and available for loan to ARL members and SPEC subscribers. (THC)

ED 251 120 IR 050 942

Preparing for Emergencies and Disasters. SPEC Kit 69.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 80
NOTE- 118p.; For related documents, see IR 050 939 and IR 050 943.
LANGUAGE- English

Illinois Community College Occupational Education: Status and Trends.
Illinois Community Coll. Board, Springfield.
PUB DATE- Apr 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Community Colleges; Courses; Degrees (Academic); *Educational Trends; Employment Projections; *Enrollment; *Program Costs; Remedial Instruction; State Surveys; Trend Analysis; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Illinois

The 39 Illinois public community college districts currently offer 3,467 individual curricula within 258 discrete occupational fields. Within the past 18 months, slightly more curricula have been withdrawn then added, with the office occupations category showing a net gain of 36 curricula and the categories of home economics and protective services each showing a net loss of 17 curricula. Opening fall term enrollment of students declaring an occupational curriculum has remained relatively constant at approximately one-third of the total enrollment for the past several years. The reported number of associate degree graduates increased by nearly 20% from fiscal year (FY) 1982 to FY 1983, while the total number of occupational program completers increased 12%. In 1983, the Generic Course List was developed and implemented. All courses were reexamined and some were reclassified consistently from college to college. While the number of courses classified as occupational declined somewhat due to the reclassification in conjunction with the development of the Generic Course List, the number of credit hours generated in the three occupational/vocational funding categories has increased an average of 28% from FY 1980 to FY 1983. The unit cost per credit hour also increased during this same period, but at a lesser rate, from a high of 11% in the business/service category to a low of 7% in the health funding category. Data tables are presented throughout this report, which analyzes the current status of and short-term trends in occupational programs in the Illinois public colleges. (Author/LAL)

ED 251 134 JC 840 589

Kekke, Rhonda
Who's Mr. Staff: Cheap Labor or Valued Resource?
PUB DATE- Apr 83

extracts information from the community college system's 1985-87 capital budget request and 1985-91 capital master plan to provide a brief description of the budget and plan. Introductory material discusses the inadequacy of capital funding for the community colleges, the importance of a reliable long-range source of funds for capital spending, and the role of the budget request and master plan in projecting needs. Next, highlights from the capital budget request and master plan are presented, quoting from sections on objectives, student demand, funding, and the 6-year (1985-91) capital plan. Background information and a summary of the capital master plan for the system are presented, noting the significant features of the plan and its objectives and offering information on student demand and enrollment forecasts; the impact of enrollment on facility needs; and funding through tuition, general obligation bonds, and other needed sources. Next, an overview is provided of the capital plan, including information on repair and renovation projects (capital renewal) and new-space projects (capital improvement) and on funding requests for 1985-87, 1987-89, and 1989-91. Information is provided on the projects prioritized for 1985 in the 1985-87 capital request. Finally, lists are provided of 1985 and 1987-89 capital projects. (HB)

ED 251 148 JC 840 613

Lovell, Ned B; And Others
The Status of Collective Bargaining in Illinois Community Colleges, 1983-1984.
Illinois Community Coll. Trustees Association, Springfield.; Illinois State Univ., Normal. Center for Higher Education.; Illinois State Univ., Normal. Office of the President.
PUB DATE- 84
NOTE- 48p.
AVAILABLE FROM- Center for the Study of Educational Finance, DeGarmo 331, Illinois State University, Normal, IL 61761.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Collective Bargaining; Community Colleges; *Contracts; Educational Legislation; Faculty College Relationship; Faculty Workload; Grievance Procedures; *Labor Legislation; Negotiation Agreements; *Scope of Bargaining; State Legislation; State Surveys; Teacher Rights; Two Year Colleges; Unions

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Class Activities; College Instruction; Community Colleges; *Educational Games; Game Theory; Learning Activities; *Simulation; Two Year Colleges

This discussion of the use of games and simulations in instruction includes a number of examples of activities that can be used in the community college classroom. Section I assesses the value of games and simulations as an approach to learning; defines games, simulations, and non-simulation games; considers the advantages and disadvantages of the approaches; reviews relevant research findings; and discusses cooperative games/simulations. Section II presents criteria for selecting games/simulations for the classroom and highlights five phases of their use (i.e., planning and preparation; introduction; assignment of roles and teams; running of the game; and debriefing). Section III explains the steps in designing non-simulation games and simulations. Section IV lists 34 games and 17 simulations that can be played at various ages and in classes on all subjects. For each, information is provided on objectives, rules, preparation, materials, age group, values, examples, and variations. A list of resources is presented in section V, including companies, centers, institutes, and individuals who produce games/simulations for education. Finally, section VI presents an annotated bibliography and lists additional readings and journals carrying articles on games/simulations. (HB)

ED 251 162 JC 850 011

Roueche, John E., Ed.; Baker, George A., III, Ed.
Community College Leadership for the '80s. AACJC Leadership Bookshelf Series, Number 1.
American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-135-X
PUB DATE- 84
NOTE- 76p.
AVAILABLE FROM- American Association of Community and Junior Colleges, National Center for Higher Education, Suite 410, One Dupont Circle NW, Washington, DC 20036 ($6.00).
LANGUAGE- English

Washington State University.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; *Day Care Centers; Early Childhood Education; *Educational Improvement; Infants; Mexican Americans; Mexicans; *Migrant Workers; *Parent Attitudes; *Parent Participation; Parent School Relationship; Preschool Children

Parental involvement in migrant education is now being mandated across the country. Parental involvement in bilingual/bicultural day care is just as, if not more, important than involvement at the public school level. This study was conducted to test whether or not parental involvement could become an active component in a bilingual/bicultural day care center. Many studies on the pros and cons of parental involvement in education were reviewed. Data were gathered with a questionnnaire administered before and after establishment of a comprehensive program of parental involvement at the Mabton, Washington, Migrant Day Care Center. This program consisted of home visits, a Parent Advisory Council, a newsletter, fundraising, and social events. Of 50 sets of Mexican-American and Mexican parents, approximately 80 percent returned the questionnaires. Results showed positive increments in both attitude toward bilingual/bicultural education and parental involvement, particularly for fathers. It was concluded that parental involvement in bilingual/bicultural day care can be developed. Appendices include the parent questionnaire and parent newsletter, both in English and Spanish. (Author/CB)

ED 251 176 PS 014 683

DeLoache, Judy S.
What's This? Maternal Questions in Joint Picture Book Reading with Toddlers.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md.
PUB DATE- 84
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984), and at the Biennial Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983).
GRANT- USPHS-HD-05951
LANGUAGE- English

Oresick, Robert J.
A Developmental Study of Giving Reasons.
PUB DATE- Aug 83
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (91st, Anaheim, CA, August 26-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Development; *Elementary School Students; Elementary Secondary Education; Grade 1; Grade 6; Grade 10; *High School Students; *Logical Thinking; *Moral Values; *Value Judgment

A study was conducted to investigate developmental aspects of the logical organization of reasons among 30 boys and girls from each of the first, sixth, and tenth grades. Participants were administered the Responsibility Story Test, a measure consisting of stories portraying moral dilemmas and corresponding semistructured interview schedules. Interview questions requested justification for subjects' judgments of what story protagonists should and must do. Subjects' responses were classified as instrumental or normative. Additionally, subjects' elaboration of their basic premise by offering subsidiary information was assessed, complexity of arguments was rated, and the number of simple clauses in each response was calculated. Results indicated that tenth graders gave more arguments and were more likely to include explicit reference to contrasting or alternative arguments than were sixth and first graders. Tenth graders also qualified their inference rules by explicitly stating more contextual constraints on the application of the rules. Sixth graders produced longer reasons than did first graders. Elaboration among sixth graders was similar to that of tenth graders in amount and kind, but, while sixth graders gave more complex reasons than did first graders, their reasons were not as complicated as those of tenth graders. First graders gave essentially single-premise reasons. They were able to use both instrumental and normative logical schemata, but they included virtually no complex argumentation or elaboration of premise. (RH)

ED 251 190 PS 014 724

McCrory, James C.

NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change; *Child Development; Child Rearing; Ecology; *Elementary School Students; Employment Level; Family Characteristics; *Family Environment; Foreign Countries; Grade 1; Longitudinal Studies; Parent Role; Parent School Relationship; *Preschool Children; Sex Stereotypes; Social Behavior; *Social Environment; Socialization; Social Networks
IDENTIFIERS- Cross National Studies; *Sweden

Part of an international joint project involving five countries, this report details a 5-year longitudinal, ecological investigation of Swedish families. The study focused on the circumstances and development of children from the time they were 3.5-year-olds until the end of grade 1. The investigation also included national substudies not having any counterpart in the research programs of other participating countries. The main research methods employed were interviews and observations designed to yield information on the following points: family background and changes in the family over time; parental experience of conditions making things easier and more difficult for parents of very young children; the social network of the family; the child's activities (how the child spends his or her day and patterns of social interaction with adults and children in and outside the home); and various aspects of child development. Contacts between homes and preschool institutions and between homes and schools were investigated by means of questionnaires addressed to parents, preschool staff, and teachers. All data were collected between 1978 and 1984, and findings are reported in 30 publications cited at the end of the report. Analyses in progress concern (1) cross-national comparisons of the social networks of mothers; (2) the working situation of parents of young children as related to child development; (3) the different roles of fathers and mothers; (4) family changes over time; (5) children's activities and relations; (6) parental experience of formal support systems; (7) educational patterns and emotional climate; and (8) sex-stereotype socialization between 3 and 7 years of age. No presently available analyses include school data; such analyses will be made during 1984-85 on data obtained through follow-up of background information, questionnaires addressed to grade 1 teachers, questionnaires to parents, interviews with children, and ability tests. (RH)

ED 251 204 PS 014 738

Vallery, Arlee

Understanding and Working with Infants and Toddlers of International Families in Group Care.

PUB DATE- Mar 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Southern Association on Children Under Six (Lexington, KY, March 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Day Care; Early Childhood Education; *Educational Planning; *Foreign Nationals; Guidelines; *Multicultural Education; Policy Formation; *Preschool Children; *Social Support Groups; *Teaching Methods

Increasing numbers of families from foreign countries reside temporarily or permanently in the United States. These "international families" are enrolling infants and toddlers in child care programs. In many such programs, the diversity of countries and languages represented presents a challenge for creating an integrated, cohesive group. To learn about and interact with culturally different persons in a nonstereotyped way, service providers are faced with the necessity of adopting a world view. Careful staff planning can enhance the success of multicultural preschool programs. Attention should be given to the following questions: Are all center policies in writing, and are they easily understood by adults with limited comprehension of English? What arrangements can be made to help the non-English-speaking child adjust? What can be done to assist children and staff in understanding and accepting cultural differences in dress, food habits, and religious customs? What support services does the community offer for international students and families? This paper includes suggestions for helping young children adjust, cites publications containing guidelines for promoting multicultural education, lists resources for observing families, and presents a set of problems and solutions to consider in center policy formation. (RH)

ED 251 218 PS 014 752

differences were found between EQI levels on 8 of 10 outcome measures, indicating the clinical usefulness of this new instrument. The EQI is appended. (Author/RH)

ED 251 232 PS 014 772

Stafford, Beth G.; And Others
The Creation and Activities of Local CARE Committees: A Manual on Stimulating Local Collaborative Efforts Relating to Preschool Services.
Tennessee Children's Services Commission, Nashville.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 30 Sep 84
NOTE- 61p.; For related documents, see PS 014 773-775.
GRANT- ACYF-90CW685/01
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; Committees; *Coordination; Day Care; Early Childhood Education; Health Services; Institutional Cooperation; *Preschool Education; Social Agencies; *Social Services; *Statewide Planning
IDENTIFIERS- *CARE Linkages Project; Project Head Start; *Tennessee

One of four volumes devoted to the CARE (Children's Agencies, Resources, Etc.) Linkages Project in Tennessee, this report describes the development of eight county CARE committees. The goal of the project was to foster collaboration leading to more effective linkages between publicly funded child care and development programs and other service providers. Four inservice training sessions were provided by the state and local CARE coordinators for district program coordinators. These sessions focused on creating, staffing, and documenting the activities of local CARE committees. As a result of the sessions, lists of suggested local CARE committee members were developed. These differed according to geographical area but in general included professionals from public and private preschools and day care centers, health and environmental agencies, the local school system, the Department of Human Services, and local councils and volunteer groups. Sessions also generated agenda to follow at the first CARE committee meeting and clarified the role district coordinators should play. Numerous appendices include training

Analysis

The paper traces the development of special education legislation beginning in the 1960's and describes trends in educational programing. The role of the civil rights movement in legislation is noted, as is the advocacy of professional and parent associations. Federal initiatives, especially P.L. 94-142, the Education for All Handicapped Children Act, are discussed. The evaluation of special education programing is traced from its dependence on regular education instructional materials and infrequent reassessment of placement decisions to increased classroom participation of interdisciplinary staff and placement in the public schools of formerly institutionalized students. Future projections are considered: in answer to a survey completed by 43 state or territory special education directors in 1984, the respondents rated in-process or anticipated developments emphasizing those in career and/or independent living skills, early intervention, inservice education for regular teachers and principals, and computer-assisted instruction and/or management. The paper concludes with a focus on trends in early intervention and career education. (CL)

ED 250 847 EC 170 881

Goodale, Ronda A ; Williams, Idola J.
Minority Students in Special Education: A School System, Parent Advocacy and State Department Perspective.
PUB DATE- Jul 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Limited English Speaking; *Minority Groups; *Special Education; *Student Placement

The report examines the achievements of 4 years (from 1979 to 1983) of the Over/Under Representation Project, a plan to address inequity in special education placement of minority students in Boston. Eight components of the model are described and progress to date discussed: (1) special education placement criteria, (2) data base information system and prereferral inservice training, (3) review of placements for Blacks and Hispanics through a primary school-level review of folders (containing progress reports, assessments, parental communications, etc.), (4) a generic teacher

Hannaford); "Integrating Seriously Emotionally Disturbed Students with Nonhandicapped Students" (W. Stainback and S. Stainback); "Applications of Small Computers in the Education of the Blind" (D. Holladay); "Science Education and the Handicapped" (H. Hofman); "Pragmatics: Study of the Functional Uses of Language" (A. L. H. Lehman); "Teaching for Generalization" (K. A. Liberty); "Research Institutes in Learning Disabilities" (B. Y. L. Wong); "Emotional Disturbance or Behavior Disorders: Semantics or Substance?" (F. M. Gresham); "Returning the Head Injured Student to the School: A Team Approach (W. R. Bauer); "Management of the Young Stutterer in the Classroom" (R. Morley); and "Technology and Braille Transcriptions" (C. Gilbertson). In addition, each issue contains brief articles under the following headings: Research Brief, Current Citations, Instructional Material, New Film, Test, and Dissemination Happenings. (DRB)

ED 250 863 EC 170 900

The Status of Handicapped Children in Head Start Programs: Tenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.

Administration for Children, Youth, and Families (DHHS), Washington, D.C. Project Head Start.

PUB DATE- 84
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Federal Programs; *Mainstreaming; Outreach Programs; Preschool Education; Services
IDENTIFIERS- *Project Head Start

The report examines the status of handicapped children in Project Head Start for the 1981-82 year. Chapter 1 presents background information, including an overview of Head Start policies on services to handicapped children. Chapter 2 reviews data collection measures and summarizes findings regarding the number of handicapped children enrolled and types and severity of handicaps. Among findings reported are an increase of 4,561 children serviced, a decrease in the percentage of multiple handicapping conditions from 1981 (21.5%) to 1982 (18.3%), and at least one handicapped child enrolled in 98% of all Head Start programs. Chapter 3 presents data on services to handicapped children, specifically handicapped/deaf-blind, specific learning disabilities, and visually impaired; and (4) support service areas, including related services, paraprofessionals in special education, school psychology, school social work, special education instructional materials centers, vocational training for the handicapped, and physical education. (CL)

ED 250 878 EC 171 115

Hilton, Alan, Ed.
Effective Practices and Services for the Severely Handicapped and the Autistic, 1983.
Eastern Montana Coll., Billings.
PUB DATE- 83
NOTE- 27p.; Document contains extremely small print.
AVAILABLE FROM- Montana Society for Autistic Citizens, 3125 Avenue F, Billings, MT 59102 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Autism; Behavior Modification; *Curriculum Development; Discipline; Elementary Secondary Education; *Employment; *Intervention; Program Effectiveness; Punishment; Self Mutilation; *Severe Disabilities; Teaching Methods

The proceedings from a 1983 conference on severely handicapped and autistic persons are presented. Eight papers focus on research findings and on issues such as alternatives to punishment, employment opportunities, and curriculum content. The following papers are presented: "Employment Outlook for Severely Handicapped and Autistic" (P. Wehman); "What Should We Teach Severely Handicapped and Autistic" (J. Pierson); "Alternatives to Punishment: A Panel Discussion" (A. Hilton, D. Petersen, J. Pierson, and M. Carter); "The Effectiveness of Early Intervention: Mixed Reviews" (G. Casto); "Rate And Mastery Criteria with Severely Handicapped Learners" (C. Mason); "Self-Abuse, Self-Stimulatory Behavior Deceleration, Trial and Error" (K. McFadyean and D. Nelson); "Decelerating Abusive and Self-Stimulatory Behaviors While Simultaneously Accelerating 'On-Task' Behaviors" (J. Rammer and D. McCarthy); and "Accountability and Decision Making Using Single Subject Research Designs in Applied Settings" (A. Cossairt, J. Stellern, J. Jacobs, and M. Marlowe). (CL)

ED 250 894 EC 171 132

Developmental Disabilities, State of Minnesota: A Three Year Plan, 10/1/83-9/30/86.

Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Minnesota State Planning Agency, St. Paul.

PUB DATE- Jun 83
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Developmental Disabilities; Elementary Secondary Education; Financial Services; Program Administration; *Program Development; *State Standards; *Statewide Planning
IDENTIFIERS- *Minnesota

The document presents Minnesota's state plan for developmentally disabled residents. A question and answer format is used along with a narrative and references to state and federal law, regulations, and court rulings on the following topics (sample subtopics in parentheses): definition and impact of developmental disabilities (effects on individuals, families, and communities); the Governor's Planning Council on Developmental Disabilities (council members, roles); the administering agency for the Developmental Disabilities Program; the state context (issues and concerns influencing services, scope of services, priority service areas, council's major concerns during the 3 year plan period); goals, objectives, and funding (projected budget for FY 1984, application procedures for subgrantees); and assurances. Appended is a summary of testimony from a public forum. (CL)

ED 250 895 EC 171 133

Black, Donald E., Ed.

Infusion: National Project on Career Education. Handbook on Career Education Infusion.

Model Secondary School for the Deaf, Washington, D.C.; National Technical Inst. for the Deaf, Rochester, N. Y.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 81
NOTE- 126p.

contained 10 vocabulary items to translate in Hebrew. The third part contained the second part's vocabulary items within a context-overloaded text, for translation. Several results suggest that context can aid in evoking educated guesses, but some suggest that context can be misleading. Theories that the phrase or sentence is the meaningful unit, and that language learners cling to erroneous ideas despite obvious contextual clues were both confirmed, but the contention that contextual clues are always helpful was not confirmed. (MSE)

ED 250 909 FL 014 585

Collins, Maria C.
Status of Foreign Language Instruction in Kansas Schools, 1983-84. Report to the Kansas State Board of Education.
Kansas State Dept. of Education, Topeka.
PUB DATE- May 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Language Teachers; Principals; *Program Development; *Public Schools; Secondary Education; *Second Language Instruction; State Surveys; Superintendents; Teacher Attitudes; *Teacher Qualifications
IDENTIFIERS- *Kansas

A survey was conducted by the Kansas State Department of Education to ascertain the present status of foreign language instruction in the secondary schools and to learn the opinions of district and building administrators and of teachers regarding future program direction and areas in which assistance may be needed for better program implementation. Three different, overlapping questionnaires were distributed to 305 superintendents; 300 junior, middle, and senior high school principals of schools offering foreign language programs; and 505 secondary foreign language teachers. Elementary teachers were surveyed only in cases where they taught 7th or 8th grade foreign language courses in the elementary school building. The questions concerned respondents' expectation of future demand for foreign language instruction in the district, anticipated need for additional teachers if foreign languages became a graduation requirement, preferred grade level to begin instruction, reasons for not currently offering foreign languages, program objectives and their sources, courses currently taught, languages in which

Hoekje, Barbara
Processes of Repair in Non-Native-Speaker Conversation.
PUB DATE- Mar 84
NOTE- 26p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (18th, Houston, TX, March 6-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); *English (Second Language); Error Analysis (Language); *Interpersonal Communication; *Language Processing; *Language Usage; *Listening Comprehension; *Speech Skills

A study investigating whether and how non-native speakers of English (NNS) make efforts to repair communication breakdowns with other NNS used data gathered from 59 verbal interactions by 26 students. The students were grouped by proficiency level (low, medium, and high) before the analysis of the interactions took place. Each instance of breakdown was classified according to the speaker's strategies to re-establish communication. Nonlinguistic and group repair types of strategies are considered as well as other strategies: word-for-word or nearly word-for-word repetition, appeal to the written language (spelling, writing down or pointing to a word in question), clarification by repeating only the final segment of the original utterance, restatement in a different form, returning contractions and abbreviations to their full form, paraphrasing, defining, providing contrast, providing examples, providing contextual information, and gesturing. The results of the analysis indicate that NNS do negotiate understanding with each other through a variety of strategies, typically following a two-tiered approach: (1) first checking to confirm that both speaker and listener agree about what has been said; and (2) if that is not sufficient to re-establish communication, clarifying meaning by a variety of mechanisms. In addition, when communication breaks down in a group, the group can attempt repair without waiting for the original speaker to repair the communication himself. (MSE)

ED 250 923 FL 014 671

Kaplan, Robert B.
Applied Linguistics, the State of the Art: Is There One?

PUB DATE- Apr 80
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Conflict Resolution; *Cultural Context; *Interpersonal Communication; *Language Usage; *Language Variation; Meetings; *Samoan
IDENTIFIERS- Ethnolinguistics; *Samoa; *Speech Events

Several ways in which the speech event may constitute a frame for performing and interpreting a particular speech genre are illustrated in the Samoan "fono," a meeting of chiefs and orators. In this event, both the organization of verbal interaction and the particular kind of language used by participants is distinct from the participants' conversations in other social situations. The turn-taking rules are different, the lexicon is specially suited for the context, different terms are used for differentiating statuses and ranks, and the morphology and syntax are distinctive. Within the event itself, native speakers differentiate two types of speech: "lauga" and "talanoaga," and the terms used for this distinction in the fono speeches also refer to [illegible] do not match types of speech found outside the fono, illustrating again that the speech event is a key to interpreting the genres in each case. This is related to the notion of verbal art as performance: despite their structural similarities, two instances of the same speech genre are both performed by the speechmaker and perceived by the audience in a different way. (MSE)

ED 250 937 FL 014 694

Baker, Opal Ruth
Categories of Code-Switching in Hispanic Communities: Untangling the Terminology. Sociolinguistic Working Paper Number 76.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 80
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; *Code Switching (Language); English; Hispanic Americans; *Language Styles; Language Usage; Linguistic Borrowing; *Research Methodology; *Spanish Speaking

ED 250 950 FL 014 721

Cultural Orientation Resource Manual, Volume III, Supplement 1983.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 83
NOTE- 335p.; For related documents, see FL 014 671-672 and ED 221 068-071.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Cultural Education; Curriculum Guides; *Daily Living Skills; English (Second Language); Instructional Materials; Intensive Language Courses; Lesson Plans; *Orientation Materials; *Refugees; Staff Development; Teaching Guides
IDENTIFIERS- *Refugee Camps

This volume of supplementary materials is intended for use in the Department of State's Intensive English as a Second Language, Cultural Orientation, and Pre-Employment Training Program for United States-bound Southeast Asian refugees. It contains an introductory section on the program's history, descriptions of the program sites in Bataan (Philippines), Galang (Indonesia), and Phanat Nikhom (Thailand), notes on content standards, an activities guide, training guides, and resource materials for the cultural orientation component of the program. The section on content standards outlines the development of standards, a synopsis of content by topic area, a topical list of content standards, additional recommended subtopics, and an alphabetical list of standards. The activities guide contains information concerning classroom orientation, time management, communication, housing, employment, consumerism and finance, community and social services, health and sanitation, social roles, resettlement and sponsorship, the transit process, and an integrated curriculum model. The training guides include materials for teacher training and classroom use concerning staff development, training techniques, and use of resource materials. A section on resource materials lists print materials used by all three sites, print materials developed by the sites, and audiovisual materials used by all sites. (MSE)

"The Future of Higher Education in Australia: Ten Years On" (Terry Hore, Leo H.T. West). Another research report, "The Age Factor in the Prediction of Tertiary Academic Success" (Sun-Mook Hong), considers the predictive power of age in the achievement of behavioral science students. A study of factors involved in the joint development of courses by universities is described in "Collaboration Between Two Universities in Course Development" (G. Gillard and S. Kemmis). Finally, a study in which self-study questions were inserted in the text of lecture notes for external students is discussed in "In-Text Questions: A Note on an Experiment in Instructional Design" (Bronwyn Richardson). (SW)

ED 250 965 HE 017 692

Ellis, Susanne D.
Graduate Student Survey 1982-83. AIP Report.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-207.16
PUB DATE- Jul 84
NOTE- 14p.
AVAILABLE FROM- American Institute of Physics, 335 East 45th Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Astronomy; *Degrees (Academic); Doctoral Degrees; *Employment Opportunities; Enrollment Trends; Foreign Students; *Graduate Students; Higher Education; Masters Degrees; Minority Groups; National Surveys; *Physics; Salaries; Specialization; *Student Characteristics

Results of the 1982-1983 Graduate Student Survey of physics and astronomy graduates in the United States are presented. Information is provided on the educational background, current graduate student status, choice of subfield, and employment prospects. Highlights include the following findings: an increase occurred in the proportion of foreign students among the physics doctorate recipients; an increase occurred in theoreticians among the advanced graduate physics students; and starting salaries for doctorate and terminal master's degree recipients increased 3 percent and 5 percent, respectively. Information is included on the following student characteristics for the total graduate population and separately for minority group students: sex, citizenship,

ED 250 979 HE 017 830

Linder, Fredric; Wittemann, K. Joseph
Faculty Development of Teaching.
PUB DATE- 84
NOTE- 47p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February 9-12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clinical Teaching (Health Professions); College Instruction; *Course Evaluation; *Dental Schools; *Faculty Development; Higher Education; Instructional Development; Instructional Improvement; *Learning Modules; Lecture Method; *Program Evaluation; Questionnaires; Small Group Instruction; Student Evaluation; Teacher Effectiveness; *Teaching Skills

Results of the evaluation of a faculty development program for dental faculty are presented, along with a course outline. The purpose of the program is to help improve the teaching skills of new or recent dental faculty through two semester-long courses. The fall course consists of seven learning modules consisting of self-directed instructional activities and seminars. The spring course involves independent study. At the end of 15 weeks, fall 1981 and 1982 participants completed a course evaluation questionnaire, and module evaluation forms were completed by participants at the end of each learning module. The rankings (strongly agree to strongly disagree) are indicated for each of the questions of the course evaluation questionnaire and the module evaluation form. The evaluation forms covered the following learning modules: the teaching-learning process, instructional development, student assessment, the lecture, small group instruction, and one-to-one clinical teaching. The course outline indicates the content, objectives, and instructional activities for each of the modules. (SW)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Conflict Resolution; *Department Heads; Higher Education; *Leadership Training; *Management Development; *Middle Management; *Professional Development; *Program Administration; Skill Development; Social Networks; Workshops
IDENTIFIERS- *University of Tennessee

The University of Tennessee's management training and development efforts are described. The program is designed to improve the performance of academic and nonacademic department heads (middle managers) and includes an 8-day workshop called the Institute for Leadership Effectiveness. In addition to the attention given to the formation of networks, the institute seeks to give participants information about themselves, their institution, and the external environment in which the university must operate. Participants complete self-assessment instruments that provide insight into their communication, leadership, and conflict-handling styles. They are given the opportunity to exchange views with state legislators, top university officials, and recognized leaders in higher education. Participants are exposed to a variety of reading materials, and case studies enable them to examine pertinent higher education issues. Attention is directed to the uncertainties of the leadership task, the diversity of roles, and the conflicts and rewards of leadership. The institute explores topics that are generally ignored in professional and management development workshops. Since the training staff believe that learning effective leadership skills involves practicing skills, an experiential approach is emphasized. (SW)

ED 250 994 HE 017 849

Hogan, John D.
Alternative Retirement Plans.
PUB DATE- Nov 84
NOTE- 7p.; Paper based on a presentation at the Annual Meeting of the National Association of College and Business Officers (Chicago, IL, July 8-12, 1984).
AVAILABLE FROM- NACUBO, One Dupont Circle, Suite 500, Washington, DC. 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Admission (School); Compliance (Legal); *Federal Aid; Federal Regulation; Government School Relationship; Grants; High Risk Students; Postsecondary Education; *Program Administration; *Proprietary Schools; *Student Financial Aid; Student Recruitment
IDENTIFIERS- Department of Education; Fraud; *Pell Grant Program

The administration of the Pell Grant program by proprietary schools was assessed with a randomly selected sample of 35 schools from a universe of 1,165 schools. In addition to evaluating records of 761 students, officials who administered the program were interviewed. The following practices by schools did not comply with the Pell program requirements: (1) admitting unqualified students who had a greater tendency to drop out of school before completing their training than did qualified students; (2) not establishing and/or enforcing academic progress standards; (3) misrepresenting themselves to prospective students; and (4) making errors in computing and disbursing Pell Grant awards and refunds. It was found that about 83 percent of the schools failed to consistently enforce academic progress standards. Estimates by the General Accounting Office indicate that: 27,100 students were allowed to remain in school despite making little academic progress, and while receiving $68 million in federal assistance; 766 of the 1,165 schools in the universe had misrepresented themselves to varying degrees in recruitment; and 433 schools had computed some Pell Grant awards incorrectly. Appendices include the response of the Department of Education to this report and information on the study methodology. (SW)

ED 251 008 HE 017 869

Cook, M. Olin; Parker, William K.
The Decision to Go On-Line: A Survey of Advance Registration Practices of Selected Colleges and Universities in the Southwest.
PUB DATE- 83
NOTE- 21p.; Charts may be marginally legible due to small or broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

College Students; Community Colleges; *Educational Supply; Eligibility; *Financial Support; Governance; *Part Time Students; Position Papers; *Postsecondary Education; Public Policy; *Reentry Students; State Boards of Education; State Universities; Student Financial Aid; Vocational Education

IDENTIFIERS- *Minnesota

Minnesota's goals and policies for serving part-time and returning college students were studied. Attention was directed to the following: programs that should be available to part-time and returning students; forms of credit or recognition that should be given to these students; the way that responsibility should be shared and monitored within the postsecondary education sector; the way the Higher Education Coordinating Board's financial aid programs should respond to changing enrollment patterns; and the way that instruction for part-time and returning students should be funded. For public and private institutions, consideration is given to curriculum changes, changes in delivery methods, and degrees awarded by alternative delivery methods. Instructional programs and support services at area vocational-technical institutes are also addressed. Information is provided on: eligibility of full- and part-time students for major federal and state student aid programs; aid awarded to dependent and self-supporting students in 1980/81; sources of funds spent on adult vocational education in fiscal year 1979; community college sources of income for credit instruction and for noncredit instruction and community services in FY 1979; and sources of funds for state universities, FY 1979. (SW)

ED 251 022 HE 017 885

Trani, Eugene P.

Helping Students Become More Sophisticated Consumers of Their Own Education. Final Report on the Project.

Nebraska State Dept. of Education, Lincoln.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 16 Dec 81

NOTE- 118p.; Appendices as received by ERIC are incomplete.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Instruction; *College Students; Comparative Analysis; *Consumer Education; *Educational Quality; Higher

Government School Relationship; Higher Education; Industry, *Laboratory Equipment; Maintenance; Program Costs; *Research Projects; School Business Relationship; Science Equipment; *Science Facilities; Technological Advancement; *Universities
IDENTIFIERS- Congress 98th; *Research Universities

The state of university science and engineering research capabilities is considered. Attention is directed to the need for improving and enhancing the research infrastructure, including support for instrumentation, buildings, and other related research facilities. U.S. universities and colleges are encountering severe facilities and instrumentation problems. Federal funding to universities has recently been made in political, rather than peer review, circumstances. Recently, several universities have attempted to alleviate their infrastructural problems through direct solicitation to the Congress, thereby by-passing any peer-group review, which is based on scientific merits of specific proposals, in open competition. Constraints to the research infrastructure in U.S. universities include equipment, space, support personnel, graduate student support, and the ability to handle the information explosion and to translate new information into practice. In addition, universities face increased indirect costs. The attractiveness of an academic career is being diminished by an environment that provides outdated equipment and inadequate laboratory space. Tax incentives to business and equipment grants by the federal government are important catalysts in the development of university-industry research partnerships. (SW)

ED 251 036 HE 017 901

In Pursuit of Degrees With Integrity: A Value Added Approach to Undergraduate Assessment.
American Association of State Colleges and Universities, Washington, D.C.; Northeast Missouri State Univ., Kirksville.
REPORT NO.- ISBN-0-88044-106-2
PUB DATE- 84
NOTE- 102p.; Some pages have small print.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036-1193.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

Universities and Colleges, 1446 Duke Street, Alexandria, VA
22314-3492 ($21 per copy, nonmembers; $15 per copy, members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Building Operation; *Campus Planning; Case Studies; Climate Control; College Administration; College Buildings; Computer Oriented Programs; *Energy Conservation; *Facility Requirements; Higher Education; *Management Information Systems; Roofing; *School Maintenance
IDENTIFIERS- Cogeneration (Energy); Custodial Contracting; University of Colorado

Professionalism in the management and operations of the physical plant at universities and colleges is addressed in the 30 papers published in this Proceedings, which contains all the presentations made at the 1983 meeting. Papers and authors include the following: "Evaluation of Single-Ply Roof Systems" (Mark D. Langford, Steve Wolff); "Managing Maintenance Information" (Pieter J. van der Have); "An Effective Institutional Energy Strategy" (John R. Swistock); "Administration and Inspection of Contracted Custodial Services" (Robert Hutson, Ron Parker, Ralph Howitt); "How Our Energy Management System Changed the Way We Run Our Physical Plant" (Paul F. Barrett); "Energy Conservation from Waste-Cogeneration Potential" (Richard B. Robertson); "New Features of Campus Automation Systems" (Gregory A. Bruns); "How To Pick a Maintenance Management System" (C. K. Gold); "Developing an Engineered Plan for Managers" (Michael F. Baber); "Performance Review--A Motivational and Evaluative Tool" (William A. Custer); "Phased Approach to a Central Chiller Facility" (Peter J. Basso); and "The Six-Two Plan: Custodial Management at the University of Colorado" (John Madsen). (SW)

ED 251 050 HE 017 916

Evans, Teresa Burnau, Ed.
Facilities Management: A Manual for Plant Administration.
Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.
REPORT NO.- ISBN-0-913359-02-5
PUB DATE- 84
NOTE- 816p.
AVAILABLE FROM- Association of Physical Plant Administrators of

using the system, and type of MEDLINE training received. It was concluded that the relevance of the information available to the immediate job-related problems of the user is the major determinant of the first use of the service. Total information needs, dissatisfaction with other sources of information, and beliefs about the satisfying nature of computer interaction and the reliability of computer machinery are predictive of more frequent use. This report is part of a National Institutes of Health (NIH) project carried out at five locations in the United States. (Author/THC)

ED 251 063 IR 050 876

Ryan, Constance V.

A Survey of Print and Nonprint Materials in College Libraries.

PUB DATE- May 84

NOTE- 150p.; M.S. Thesis in Education, State University of New York at Oswego.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Audiovisual Aids; *Audiovisual Centers; Audiovisual Coordinators; College Libraries; Employment Practices; Geographic Location; Higher Education; *Learning Resources Centers; *Library Facilities; *Library Materials; Library Personnel; Library Research; *Nonprint Media; Predictor Variables; Questionnaires; Tables (Data)

A questionnaire was administered to 400 randomly selected four-year academic institutions to gather information about integration of print and nonprint materials, provision of media facilities, and degree of cooperation between audiovisual centers and libraries. Responses received from 266 institutions (67%) were subjected to the posteriori chi-square test for independence to determine if the variables of college size or geographical location resulted in significant differences. The following conclusions were reached: 77% to 85% of the institutions surveyed have attempted some integration of print and nonprint resources; nearly 50% of the responding institutions have a staff working closely together on print and nonprint materials; respondents are fairly equal in maintaining separate print and nonprint facilities with separate directors; size of college does influence organizational pattern; geographical location does not influence media integration; most

NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Associations; *Library Personnel; Library Surveys; *Newsletters; Position Papers; *Research Libraries
IDENTIFIERS- *Bylaws

An Association of Research Libraries (ARL) telephone survey indicated that staff associations in many large academic and research libraries have developed into distinct action-oriented groups. This appears to be due to a combination of factors including increased staff interest in the library decision-making process, the emergence on changed forms of library governance, and greater recognition by library administrators of the potential contributions of such associations. The current role of staff associations has broadened from concentrations on social interests and welfare of library staff to include the enhancement of professional librarian status within the library and the university, and contributions toward the identification and resolution of substantive operational concerns. The survey also revealed an important cooperative endeavor undertaken by academic and research library staff, i.e., the publication of staff newsletters that serve as a communicative device for staff throughout the library. While such publications deal largely with personnel issues, many also serve a bulletin-board function and describe internal activities and accomplishments. A spectrum of tones, formats, and content coverage appears among newsletters. Originally prepared in 1975 and updated in 1979, this kit contains by-laws and constitutions of staff associations from six ARL member libraries and examples of staff association newsletters from four libraries. (THC)

ED 251 078 IR 050 900

Managerial and Technical Specialists. SPEC Kit 20.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- 78
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

Library Materials Budgets" (Subcommittee of Collection Development Committee, Resources Section, Resources and Technical Services Division, American Library Association); (2) "Draft Background Paper on Book Fund Allocations" (University of California at Los Angeles); (3) "ARL's Collection Analysis Project" (Office of Management Studies); (4) "Book Fund Allocation Formula" (Colorado State University); (5) "Changes in Staff and Programs" (University of California at Davis); (6) "Allocation Background Information" (University of Washington); (7) "Book Budget Reallocations, 1976-1979" (University of California at Berkeley); (8) "Memos re Library Response to System Wide Formula for Allocation of Campus Book Budgets" (University of California at Davis); (9) "Guide to Allocation of Book Funds Questionnaire" (University of California at Davis); (10) "The Allocation of Funds within the UCLA Library System" (University of California at Los Angeles); (11) "Minutes--Unit Heads and Bibliographic Meeting" (University of California at Los Angeles); (12) "Guidelines for Budget Allocation for Library Materials" (University of Connecticut); (13) "Memos re 1976-1977 Book Budget" (University of Michigan); (14) "Book Acquisition in McMaster University: A Proposal for Change--Parts I and III" (McMaster University); (15) "Draft of Recommendations from Ad Hoc Selection Policy Committee" (Princeton University); and (16) "The Formulation and Organization of the Annual Program of Acquisitions" (University of Western Ontario). A 15-item bibliography and an evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit are provided. (THC)

ED 251 093 IR 050 915

Theft Detection and Prevention. SPEC Kit 37.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Oct 77
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Alarm Systems; Higher Education; *Library Materials; Library Surveys; Position Papers; *Research Libraries; Statistical Analysis; *Stealing
IDENTIFIERS- *Book Losses

A 1977 Association of Research Libraries (ARL) survey of member

DESCRIPTORS- *Academic Libraries; *Fringe Benefits; Higher Education; *Leaves of Absence; Library Administration; *Library Personnel; *Personnel Policy; Position Papers; Program Descriptions; Research Libraries; Retirement Benefits; *Sabbatical Leaves

Based on analyses of 91 documents on fringe benefits received from member libraries of the Association of Research Libraries (ARL) in 1978, a concise summary presents observations and statistics on sabbatical leaves, insurance, retirement, education and campus-related benefits, trends, and needs. It is concluded that pressures for improving fringe benefits come from changing employee needs, an increased recognition of the importance of the individual within an organization, union efforts, and the tax advantages of expanded benefits in lieu of increased salareis. The kit contains: (1) summaries of benefit programs from Syracuse University, Temple University, Southern Illinois University, University of Nebraska, McGill University, University of Georgia, Georgetown University, University of Washington, Harvard University, and Princeton University; (2) descriptions of sabbatical leave programs from Southern Illinois University, New York University, University of Missouri, University of Colorado at Boulder, University of Cincinnati, and Indiana University; (3) leave programs from Northwestern University, University of Toronto, Cornell University, Princeton University, University of Kentucky, Boston University, University of British Columbia, Emory College, National Library of Canada, and University of Pittsburgh; and (4) university education programs from Louisiana State University, National Library of Canada, Emory College, University of Missouri, and Columbia University. A four-page supplement summarizes vacation and sick leave policies in ARL libraries in 1974. (THC)

ED 251 107 IR 050 929

Cost Studies and Fiscal Planning. SPEC Kit 52.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Mar 79
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Libraries; *Cost Effectiveness; Cost Estimates; *Financial Policy; Fiscal Capacity; Higher Education;

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Case Studies; *Emergency Programs; Higher Education; Library Collections; *Library Materials; *Library Planning; *Natural Disasters; Position Papers; *Preservation; Prevention; Research Libraries

Findings from a March 1980 Systems and Procedures Exchange Center (SPEC) survey on preservation indicated that more than one-fourth of the members of the Association of Research Libraries (ARL) had written disaster plans, and many other plans were in preparation. This SPEC kit on preparing for emergencies and disasters comprises excerpts from committee reports, manuals, plans, and case histories; and includes documents on" (1) disaster preparedness, (Cornell University, Yale University, Stanford University, and University of Rochester); (2) protecting people and property, (Northwestern University, John Crerar Library, Cornell University, and University of Houston); (3) salvaging library materials, (New York Public Library, McMaster University, University of California-Riverside, and the National Library of Medicine); and (4) three case studies: "The Memorial Day Steam Cleaning" (Northwestern University), "Report on the July 11, 1976 Flood" (Cornell University), and an excerpt from "The Stanford-Lockheed Meyer Library Flood Report" (Stanford University). The concise summary that introduces the kit covers steps involved in preparing a plan and cites several published resources available to guide those responsible for the development of plans or salvage efforts. (THC)

ED 251 121 IR 050 943

Basic Preservation Procedures. SPEC Kit 70.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 81
NOTE- 128p.; For related documents, see IR 050 939 and IR 050 942.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Libraries; Guidelines; Higher Education;

NOTE- 15p.; Paper presented at the Conference of the Central States Speech Association (Lincoln, NE, April 7-9, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Problems; *College Faculty; *Community Colleges; Educational Quality; *Educational Trends; *Faculty College Relationship; Faculty Workload; Full Time Faculty; *Part Time Faculty; Two Year Colleges

In the past decade, the proportion of part-time faculty teaching in the nation's community colleges has increased dramatically, and perceptions of their role have also changed. Before 1970, the typical part-time instructor was a community expert, who was viewed as a valued institutional resource providing program specialization, enhancement, and flexibility to the benefit of the institution, its students, and its full-time faculty. By the late 1970's, 57% of all community college faculty were teaching part-time. The fastest growing segment of the new wave of adjunct faculty was "would-be" full-timers, rather than specialists, who taught core courses rather than specialized courses. They came to be seen as a source of cheap labor, rather than a valuable resource, in that the institution was not required to provide fringe benefits, extensive support services, or long-range financial commitments. There are negative implications in the heavy reliance on part-time faculty for full- and part-time instructors, students, and the colleges. Full-time faculty have to spend a greater proportion of their time on administrative, preparatory, and support activities. Institutions, though apparently getting value for money, are most often not getting equal output from part-timers. Students are unlikely to get the same quality of instruction from teachers only tenuously linked to the institution. Finally, the value of part-timers and all professional teachers is demeaned. (HB)

ED 251 135 JC 840 590

Wood, Santiago V.
Vista College. International Business Education Program: Meeting the Challenge of Global Competition.
PUB DATE- Sep 84
NOTE- 13p.; Paper presented at the Resource Development in Community

IDENTIFIERS- *Illinois

An analysis is provided of the status of collective bargaining in Illinois community colleges in 1983-84. Chapter 1 provides introductory material on: the Illinois Educational Labor Relations Act (H.B. 1530), a comprehensive collective bargaining law; the value of an examination of collective bargaining prior to the implementation of the law; and the purposes and procedures of the study. Using data provided by the 21 colleges in Illinois that engaged in formal faculty bargaining in 1983-84, chapter 2 outlines common characteristics of community college contract, focusing on bargaining status, organizational affiliation, length of contract, reopener clauses, part-time faculty status, unit membership, academic year calendar, class size limits, teaching load provisions, academic freedom, office hours, insurance, retirement, tuition waiver and reimbursement provisions, leaves, sick leave, dues deduction, personnel file clause, grievance definition and resolution, impasse procedures, management rights clauses, no-strike provisions, use of private attorneys, and significant or unusual contract items. Chapter 3 presents respondents' answers to questions concerning the estimated impact of H.B. 1530 on faculty contracts, instructional quality, college finances, and faculty/administrator interaction and their suggestions concerning amendments to H.B. 1530. Finally, chapter 4 discusses the implications of H.B. 1530 for collective bargaining and bureaucratization. (HB)

ED 251 149 JC 840 615

Articulation.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

PUB DATE- Dec 84

NOTE- 68p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Age; Articulation (Education); College Credits; *College Transfer Students; Community Colleges; Ethnic Groups; Females; Grade Point Average; Majors (Students); Males; Postsecondary Education; State Universities; *Student Characteristics; Tables (Data)

Descriptive statistics are presented on those students in Florida's

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Qualifications; *Administrator Role; *College Administration; *College Planning; *College Presidents; *Community Colleges; Educational Quality; Governing Boards; *Leadership; Leadership Qualities; Quality Control; Trustees; Two Year Colleges

These essays were prepared by leaders with recognized success in community college and university management, who were asked to share their experiences, the techniques they have found useful, and their personal views about community college leadership. After an introduction by Dale Parnell to the importance of leadership in institutional success, the book presents: (1) "Raising the Signposts of Excellence: A Personal View of Leadership," by John E. Roueche; (2) "Shaping the Future: New Requirements for Community College Leaders," by Robert H. McCabe; (3) "Excellence in the Making: The Process of Becoming a Leader," by R. Jan LeCroy; (4) "Leadership's Growing Edge: Currency in Community Colleges," by Alfredo G. de los Santos, Jr.; (5) "A Leader's Challenge: To Decide for Excellence," by Byron N. McClenney; (6) "The Organizer: Fundamentals of Effective Leadership," by Joe B. Rushing; (7) "Agenda for Excellence: Leadership for the Board," by Benjamin R. Wygal; (8) Responsible Leadership: Tipping the Balance toward Institutional Achievement," by Richard C. Richardson, Jr.; and (9) "Community College Leadership: The Crucial Issue of Quality Control," by George A. Baker, III. (LAL)

ED 251 163 JC 850 012

Tyree, Larry W.; And Others
Facing the Challenges of the Future: The 1984 Presidents Academy Award Addresses. AACJC Leadership Bookshelf Series, Number 2.
American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-136-8
PUB DATE- 84
NOTE- 39p.
AVAILABLE FROM- American Association of Community and Junior Colleges, National Center for Higher Education, Suite 410, One Dupont Circle NW, Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Reading; Infant Behavior; Memory; Mother Attitudes; *Mothers; Parent Child Relationship; *Parent Role; *Picture Books; *Prereading Experience; *Questioning Techniques; Recall (Psychology); Recognition (Psychology); *Toddlers
IDENTIFIERS- Question Generality; *Question Types

Discussing findings from three studies, this report focuses on questions mothers ask their children while looking at picture books and recent family photographs. In the first study, 30 mothers and their 12-, 15-, and 18-month-old children "read" a simple ABC book that had one picture for each letter in the alphabet. In the second study, 15 pairs of 18- to 38-month-old children and their mothers talked about a complex farm scene from a children's book. Findings of both studies indicate that memory demands made by mothers differed as a function of their child's age. Starting when their children were around 15 months of age, mothers began to demand responses involving recall and recognition memory. They also reduced demands if their child gave no response to questioning. Generally, mothers challenged the child and helped him or her to respond correctly. It was also found that almost every mother of a child 18 months old or younger at least once related something in a picture to some general aspect of the child's past experience. To examine how mothers would question young children about their memory for particular events in contrast to general experience, the third study involved observations of mothers and their 24- to 36-month-old children while they looked at family photograph albums. Findings revealed a very low frequency of specific memory questioning by the mothers. Children frequently were asked to describe, but not to recall. In all three studies, mothers showed a strong bias toward asking their children to report general knowledge rather than to recount specific events from personal past experience. (Implications of the findings are discussed.) (RH)

ED 251 177 PS 014 684

Terens, Sheila
Second Year Full Day Kindergarten Program Evaluation, Lawrence Public Schools, Number Four School.
PUB DATE- 28 Feb 84
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April

So You Have One Computer? What Now?
PUB DATE- 8 Mar 84
NOTE- 12p.; Paper presented at the Annual Conference of the Southern Association for Children Under Six (35th, Lexington, KY, March 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Computer Assisted Instruction; Computer Literacy; *Curriculum Problems; *Early Childhood Education; *Microcomputers; *Outcomes of Education; *Preschool Children; Social Environment; *Teacher Role

Although problems exist in using microcomputers with young children, there are many reasons teachers should encourage the use of microcomputers in early childhood classrooms. Teachers with only one microcomputer can employ the computer as a learning center to be used independently by two children at a time. Using computers in early childhood classrooms will make early childhood teaching a more attractive profession and will provide more access to computers for minorities and girls. The computer will be helpful as a "tutor" to teach students academic skills, as a "tool" for teachers to use in keeping records, and as a "tutee" with which students learn to program. While microcomputers should not be accepted uncritically into classrooms, positive aspects of computers for young children include enhancing self-concept, teaching problem solving, and providing individualized instruction. Negative aspects for young children include a paucity of suitable educational software, the possibility of reducing time parents spend with children, and the increasing gap between the "haves" and the "have nots." Early childhood teachers also need to know about the larger context and effects of microcomputers on society. Teachers must have a role in children's learning about computers, or the marketplace will be the greatest influence on the use of computers by children. (CB)

ED 251 191 PS 014 725

Ashby-Davis, Claire
Suggestions for Staff Development in Teaching Critical Thinking.
PUB DATE- Apr 84
NOTE- 14p.; Paper presented at the Conference on "Critical Thinking across the Curriculum (K-12)...(New York, NY, April 7, 1984).
LANGUAGE- English

Group Services for Child Protective Clients. Final Report: Innovations in Protective Services, September 1, 1982 through August 31, 1984.

Texas State Dept. of Human Resources, Austin. Office of Programs.

PUB DATE- Sep 84
NOTE- 46p.; For related documents, see PS 014 739-743.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Battered Women; *Caseworkers; *Child Abuse; Children; Family Problems; *Family Violence; Foster Family; *Group Counseling; *Inservice Teacher Education; Leadership Training; Parent Counseling; Program Evaluation; Questionnaires; Rating Scales; Sexual Abuse; Social Support Groups
IDENTIFIERS- *Child Protective Services; *Texas

The Group Services for Child Protective Clients Project was established to train child protective services staff members to provide effective group services. The project had four components: (1) group services training; (2) support groups for staff; (3) group services to clients; and (4) planning to continue the project after federal funding ceased. Part I of this final report describes methods used to establish group services in Region 9 of the Texas Department of Human Resources. Part II describes the success of the project in achieving its objectives. Six instruments were used to gather data on the project's impact on staff proficiency and attitudes and on clients' behavior. Results showed the project was moderately successful. All new group services staff trainees met the criteria for knowledge, but only 56 percent met the group leadership criterion. Eight client groups were run concurrently during the period of evaluation. These groups provided services for battered wives, abusive mothers, physically abused adolescents, foster parents, sexual abuse perpetrators, and colluders in sexual abuse. Although caseworkers and group leaders agreed that clients benefited from the group experience, project clients did not differ significantly from a statewide sample in terms of changes in behavior. Other evidence indicated that plans have been made to continue project activities after the end of federal funding. Appendices consist of the evaluation instruments. (CB)

ED 251 205 PS 014 739

Henderson, Phyllis A.
Considerations for Planning the Educational Program of Young Afro American Children.
PUB DATE- Mar 84
NOTE- 10p.; Paper presented at the Regional Conference of the Southern Association for Children Under Six (Lexington, KY, March 8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Blacks; *Classroom Environment; Cultural Awareness; Cultural Differences; *Cultural Traits; Early Childhood Education; Guidelines; *Humanistic Education; *Multicultural Education; *Parent Teacher Cooperation; Self Concept

Two cultural characteristics may be attributed to Afro-Americans: will to survive and sense of unity. From this perspective, recommendations for establishing a collaborative relationship between educators and Afro-American parents are discussed. Specifically, recommendations focus on accommodating the learning environment to cultural differences, emphasizing self-concept development, and increasing the awareness of community resources. Concluding remarks briefly specify goals and describe sample activities for multicultural affective education for young children. (RH)

ED 251 219 PS 014 754

Vurpillot, Eliane
Event Perception and Pattern Perception in Early Infancy.
PUB DATE- 83
NOTE- 11p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (7th, Munich, West Germany, July 31-August 4, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Infant Behavior; *Infants; Literature Reviews; *Motor Reactions; Neonates; *Pattern Recognition; Research Design; *Visual Perception; Visual Stimuli
IDENTIFIERS- Head Movements

materials, documents created for committee record keeping, and a summary of committee activities in each of eight counties. (CB)

ED 251 233 PS 014 773

Stafford, Beth G.; And Others
The CARE (Children, Agencies, Resources, Etc.) Linkages Project. Final Evaluation Report.
Tennessee Children's Services Commission, Nashville.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 30 Sep 84
NOTE- 99p.; For related documents, see PS 014 772-775.
GRANT- ACYF-90CW685/01
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Coordination; Day Care; Early Childhood Education; Institutional Cooperation; Nursery Schools; *Preschool Education; *Program Evaluation; Social Agencies; *Social Services; Statewide Planning; Surveys
IDENTIFIERS- *CARE Linkages Project; *Tennessee

This evaluation report, one of four volumes dealing with the CARE (Children's Agencies, Resources, Etc.) Linkages Project in Tennessee, describes the development, implementation, and results of the interagency committee model used in the project. The project's goal was to foster collaboration leading to more effective linkages between publicly funded child care and development programs and other service providers. The model for promoting collaboration involved a state level Core CARE Committee and eight county-level CARE Committees. The Core CARE Committee promoted coordination among statewide agencies, while the local CARE Committees focused on developing linkages among local agencies and individuals. These local committees met monthly for 9 months. The impact of the CARE project was measured by administering a pretest and posttest telephone survey to over 100 preschool program directors and by documenting the actual events that occurred in counties as a result of project activities. Results indicated that the interagency committee is an effective model for bringing about collaboration. Survey responses did not show substantial differences between the eight intervention counties and eight comparison counties in attitudes toward coordination. However,

model, (5) needs assessment of bilingual programs and staff, (6) a communication network for bilingual special needs parents, (7) regular education alternatives (including the Schools without Failure Project and the Parent Information Assistance and Resource Project), and (8) a task force review of students placed in classes for the emotionally disturbed and mentally retarded. (CL)

ED 250 848 EC 170 882

O'Brien, Shirley
Child Abuse and Neglect: Everyone's Problem.
Association for Childhood Education International, Washington, D.C.
REPORT NO.- ISBN-0-87173-106-1
PUB DATE- 84
NOTE- 35p.; Based on a publication distributed by the University of Arizonia Extension Service.
AVAILABLE FROM- Association for Childhood Education International, 11141 Georgia Ave., Suite 200, Wheaton, MD 20902 ($4.50 member, $5.40 non member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; *Child Neglect; Family Problems; *Intervention; *Parent Child Relationship; Prevention; Student Characteristics

The booklet presents basic facts about child abuse. It is intended for the person who knows very little about the problem but wants to get involved in finding some solutions for the future. Initial sections touch on the nature and scope of abuse. Physical, emotional, sexual, social, and educational types of abuse are examined, and myths related to abuse are considered. The cycle of abuse is described as are behavioral characteristics of abusive parents and abused children. Legal knowledge and responsibilities regarding the reporting of abuse are summarized via a question and answer format. Long-term solutions include advocacy for children's rights, child development information and education, and self-help programs. A list of resources concludes the booklet. (CL) outreach and recruitment, diagnosis and assessment of handicapped children, mainstreaming and special services, and coordination with other agencies. The final chapter presents a 10-year profile of ways in which Head Start has served handicapped students. Trends are discussed, including increases in special outreach and recruitment efforts to enroll handicapped children, consistent patterns in types of handicaps served (speech impaired children have comprised the largest percentage of handicapped children since the first year), and overall, a steady growth in the number of handicapped children served by Head Start programs and in the services provided to them. Appended materials presents survey results of the number of handicapped children in Head Start by state or geographical entity. (CL)

ED 250 864 EC 171 101

Tees, Sandra
Class Visits of Supervisor/Diagnosticians: Special Education Survey Results, Fall 1982.
Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.
PUB DATE- Feb 83
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Consultants; *Disabilities; Elementary Secondary Education; *Role Perception; Staff Role; Surveys; *Teacher Attitudes; *Teacher Supervision

A survey was undertaken to examine the roles of supervisor/diagnosticians in the Fort Worth Independent School District Special Education program. Special education classroom teachers were surveyed about time spent in the classrooms by supervisor/diagnosticians, objectives and effects of these visits, and teachers' perceptions of these visits. Analysis of survey responses revealed variation between the teachers' and supervisor/diagnosticians' estimates of number of visits made, length of visits, and number of visits requested by teachers. The estimates of supervisor/diagnosticians were lower on the average than teachers' estimates except for length of visit estimates. Only 16-36% of the visits were followed by sit-down conferences. Objectives of the two groups for the visits were similar, except that teachers indicated a much lower priority for the evaluation

ED 250 879 EC 171 116

Puig de la Bellacasa, M. R.; And Others
Draft for a Sub-Thesaurus on Special Education. EUDISED.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/Doc-(83)-33
PUB DATE- 15 Nov 83
NOTE- 74p.; Document contains small print that may not reproduce well.
AVAILABLE FROM- Council of Europe, F-67006, Strasbourg Cedex, France (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Special Education; *Subject Index Terms; *Thesauri; *Vocabulary

The report presents 879 special education descriptors proposed for use in the EUDISED thesaurus. Brief introductory remarks note the criteria for selection for new terms. Terms are presented both in an alphabetical array and a facet array. The document concludes with a preliminary distribution of descriptors according to terminogrammes. (CL)

ED 250 880 EC 171 117

Giesen, J. Martin; And Others
Predicting Job Performance for the Visually Impaired: Validity of the Fine Finger Dexterity Work Task.
Mississippi State Univ., Mississippi State.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, D.C.
PUB DATE- 84
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
GRANT- G008103981
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Career Awareness; *Career Education; Elementary Secondary Education; *Hearing Impairments; *Program Development

The manual is intended to help educators of hearing impaired students interested in infusing career education into the existing curriculum. An introductory section explains the Comprehensive Career Education Matrix (CCEM), a model whose eight elements (self-awareness, educational awareness, career awareness, economic awareness, decisionmaking, beginning competency, employability skills, and attitudes and appreciations) provide a base for developing career education objectives. Three steps in implementing the model are then addressed: (1) establishing a goal statement, (2) establishing a learning activity, and (3) self-evaluation of teaching. Appendixes include sample evaluation instruments, infusion checklists, and infusion examples. (CL)

ED 250 896 EC 171 134

Low, Wendy
Catch Tomorrow: Career Awareness Summer Program, Literature and Materials Review.
Model Secondary School for the Deaf, Washington, D.C.; National Technical Inst. for the Deaf, Rochester, N. Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 84
NOTE- 120p.; An extension of the National Project on Career Education.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Awareness; *Career Education; *Curriculum Development; *Deafness; *Hearing Impairments; High Schools; Instructional Materials; Program Development; *Summer Programs

The report presents a literature review on the advantages and disadvantages of infusion vs. separate programing in career education for hearing impaired students. The need for separate teachers are certified, languages that teachers are qualified but not certified to teach, enrollments, teacher professional development activities, teacher foreign travel, needed publications, teacher willingness to participate in program development, and additional comments. Responses are tabulated and comments are included in the report. (Author/MSE)

ED 250 910 FL 014 649

Hieke, Adolf E.
Oral Fluency and Its Evaluation.
PUB DATE- 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discourse Analysis; *English (Second Language); Evaluation Criteria; *Language Fluency; Language Tests; *Measurement Techniques; *Oral Language; *Second Language Instruction; *Speech Skills; Student Evaluation

It is proposed that a speech-dynamic analysis of oral fluency phenomena serves best to highlight the nondiscrete nature of the sound stream and to capture English syllable structure. Some current concepts and practices in oral testing are criticized, and previously neglected evidence concerning temporal variables in speech, automatic speech recognition, and recent experimental findings are presented that support a reexamination of the parameters of fluent speech based on quantitative and qualitative phenomena. The quantitative and qualitative speech parameters are outlined and discussed to underscore the range and complexity of features that nonnative speakers must master for fluency. Native and nonnative speech data on consonant attraction are examined, and the phenomenon of restoration in listening is also briefly discussed. It is concluded that with a topic as multidimensional as fluency, at least some of the features sensitive to speech flow and information flow in language have inevitably received insufficient attention. A more holistic understanding of these features can, along with innovative techniques, contribute to improved attainment of fluency. (MSE)

PUB DATE- 14 Jun 84
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Foreign Student Affairs (Snowmass, CO, June 14, 1984). Several pages have faint print at the bottom.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; Educational Strategies; *Language Acquisition; *Language Research; Nontraditional Education; Second Language Instruction; *Second Language Learning

Applied linguistics, like language teaching, is in a state of disarray. It has been caught in the turmoil associated with the downfall of the theoretical model and the rise of several others. It is no longer identified solely with language teaching, but has begun to explore the solution of language problems in nonformal educational settings and noneducational settings as well as in traditional educational settings. However, while applied linguistics has evolved in recent years, it suffers from the lack of a clear model for what it is doing. Applied linguistics needs to develop a theoretical paradigm offering a constructive view of language, against which to test hypotheses. After a period of deconstructivism, the discipline is entering a period of constructivism with the development of a new paradigm, much of whose content will come from current work in oral and written discourse analysis. The new paradigm will probably cause an even greater separation between applied and theoretical linguistics. Other elements promising to have a major influence include some of the work in language acquisition, the issue of literacy, the question of fluency versus accuracy, and analysis of language learners' needs. (MSE)

ED 250 924 FL 014 672

Riney, Tim
The Mainstream English Language Training Project.
PUB DATE- 84
NOTE- 10p.; Paper presented at the Annual Convention of the Washington Area Teachers of English to Speakers of Other Languages (5th, Alexandria, VA, October 12-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Research on Spanish/English code switching is reviewed and the definitions and categories set up by the investigators are examined. Their methods of locating, limiting, and classifying true code switches, and the terms used and results obtained, are compared. It is found that in these studies, conversational (intra-discourse) code switching is separated from situational (stylistic) code switching because the latter is motivated by obvious social factors while the former may have various motivations. Also, intrasentential switching is found to be more interesting linguistically than intersentential switching because of its complexity. In such research, it has usually been found necessary to exclude terms already borrowed by the community. Proficiency, attitude, and education are all seen to affect the type of code switching engaged in, but some common rules are followed. It is concluded that the different results obtained by investigators may be due to different analysis methods and to different ways of classifying switches. A comparison of classification schemes clarifies what is and is not code switching for the improvement of future data gathering and analysis methods. One conclusion is that there is little justification for the educational system's prevailing stigma associated with language mixing, because linguistic borrowing is not a corruption of language but an inevitable and natural process in language contact. (MSE)

ED 250 938 FL 014 695

Labov, William
Field Methods of the Project on Linguistic Change and Variation. Sociolinguistic Working Paper Number 81.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 81
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Civil Liberties; *Data Collection; Diachronic Linguistics; *Field Studies; Interviews; *Language Research; *Language Styles; *Language Variation; Objectives; Observation; Privacy; *Research Methodology; Surveys
IDENTIFIERS- *Pennsylvania (Philadelphia)

The field methods for data collection in a research project on

ED 250 951 FL 014 722

English as a Second Language Resource Manual, Volume III, Part One. Supplement 1983.

Center for Applied Linguistics, Washington, D.C.

SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.

PUB DATE- 83

NOTE- 284p.; For related documents, see FL 014 670, FL 014 672, FL 014 723, and ED 221 068-071.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Classroom Techniques; *Curriculum Development; Curriculum Guides; *English (Second Language); *Indochinese; Instructional Materials; *Intensive Language Courses; Literacy Education; *Refugees; Second Language Instruction; Teaching Guides

IDENTIFIERS- *Refugee Camps

This is the first part of a two-part volume of supplementary materials intended for use in the Department of State's Intensive English as a Second Language, Cultural Orientation and Pre-Employment Training Program for United States-bound Southeast Asian refugees. It contains an introductory section on the program's history and the development of the materials for it, and information relating to the English as a second language (ESL) component of the program. This includes a section on ESL curriculum development principles and techniques, a description of ESL proficiency levels, brief descriptions of the programs in Bataan (Philippines), Galang (Indonesia), and Phanat Nikhom (Thailand), ESL placement and proficiency tests, program competency standards by topic and level, notes on general presentation techniques, and literacy activities and worksheets. (MSE)

ED 250 952 FL 014 723

English as a Second Language Resource Manual, Volume III, Part Two. Supplement 1983.

Center for Applied Linguistics, Washington, D.C.

SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee professional society membership, major of bachelor's degree, type of bachelor's institution, type of graduate institution, full- or part-time attendance, and sources of financial support. Additional tables include: number of advanced graduate physics students specializing in selected experimental or theoretical subfields by years of graduate study completed; employment of doctoral graduates by citizenship; use of physics in potentially permanent employment of graduate degree recipients; and graduate astronomy students by subfield and years of graduate study. (SW)

ED 250 966 HE 017 693

Bugliarello, George
What Limitations on Professorial Relations With Industry?
PUB DATE- 28 May 84
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (May 28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Role; Economic Factors; Economic Opportunities; Financial Problems; Higher Education; *Industry; *Multiple Employment; *School Business Relationship; Teacher Role; Values

Commercial pressures that affect faculty members and universities are discussed, along with the consequences of these pressures. It is essential that the faculty member be a role model and a practitioner of objectivity. Faculty members with commercially-valuable knowledge can have a greater commitment to the commercial application of their knowledge than to the university. A new kind of university emerges with an active interest in becoming a partner in business ventures with industry and with its own faculty, in developing research parks, and in engaging in other entrepreneurial ventures. The fundamental stress within the university comes from a clash of fundamental values--commitment to knowledge versus commitment to wealth production. It is important that attention be directed to how new commercial pressures and arrangements affect the impartiality of the university in matters of knowledge and judgment. If many universities become involved in special business deals in order to remain competitive, impartiality is at stake. On the other hand, the universities have served to promote economic and technological

ED 250 980 HE 017 832

Sadker, Myra

Sex Bias in Colleges and Universities. The Report Card #2.

American Univ., Washington, D.C. Mid-Atlantic Center for Sex Equity.; American Univ., Washington, DC. School of Education.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 83

NOTE- 10p.

GRANT- G008200796

AVAILABLE FROM- Mid-Atlantic Center for Sex Equity, 5010 Wisconsin Avenue, N.W., Suite 308, Washington, DC (free in limited quantities).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Academic Rank (Professional); *Affirmative Action; College Curriculum; *College Faculty; College Instruction; *College Students; Females; Higher Education; Males; Salary Wage Differentials; *Sex Bias; Teacher Salaries; *Women Faculty

Research concerning the status of college students and college faculty at U.S. colleges and universities is summarized in a large chart (17 by 22 inches). Patterns in the college curriculum and instruction are also reviewed. The information reflects many positive changes for women in postsecondary education. It also shows that, more than a decade after the passage of Title IX of the Education Amendments of 1972, sex bias still pervades college and university life. Facts include the following: the typical rank for a female faculty member is that of untenured instructor; affirmative action policies have not significantly increased the percentage of women on higher education faculties; the salary gap between female and male faculty continues to widen; in the early 1980s, women make up the majority of the postsecondary student population; women earn about half the bachelor's and master's degrees awarded each year, one third of the doctoral degrees, and one quarter of the professional degrees; many women attend college on a part-time and reentry basis; and content analysis studies demonstrate that many postsecondary texts continue to stereotype male and female roles and exclude women from the narrative and content. (SW)

ED 250 981 HE 017 833

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Decision Making; Evaluation Criteria; Higher Education; *Investment; Retirement Benefits; *Teacher Retirement
IDENTIFIERS- *Teachers Insurance and Annuity Association

Alternative college retirement programs and features of a desirable retirement program are discussed. The historical, social, and economic forces that prompt institutions to consider alternative programs are identified. The present position of college faculty in terms of retirement options is also addressed. Since its inception, the Teachers Insurance and Annuity Association (TIAA) has been the principal retirement or pension program for the nation's independent colleges and universities, as well as for many public institutions. Retirement options include the variable annuity, 403(b) tax-deferred annuities, and mutual fund custodial accounts. An important issue is the choices that are available in addition to the TIAA, the College Retirement Equities Fund and the various state retirement systems. Criteria that should be addressed in beginning an evaluation of alternative retirement programs include: determining responsibility for the evaluation; specifying intended purpose/objective of the evaluation; evaluating service and counseling requirements of the organization; determining how much flexibility and choice should be available to the participant; and evaluating company characteristics, investment choices, contract features, and distribution features. (SW)

ED 250 995 HE 017 850

Douglas, Joel M., Ed.
Do Academic/Corporate Partnerships Pose New Threats to Faculty Employment Relationships in Institutions of Higher Education?
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Oct 84
NOTE- 8p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS- *Academic Advising; College Administration; *Computer Oriented Programs; Geographic Regions; Higher Education; *Online Systems; Questionnaires; *School Registration; School Surveys
IDENTIFIERS- *Computer Assisted Scheduling; United States (Southwest)

The advantages of implementing an advance registration system and specifically the benefits of being on-line were studied in order to help Arkansas Tech University in long-range planning. Questionnaires were completed by 66 colleges and universities in Mississippi, Louisiana, Missouri, Oklahoma, Tennessee, and Texas. One of the most significant findings was that advance registration and on-line registration improved the academic advising program for the institution through relieving faculty from clerical tasks in the registration process and so creating an environment for an improved system of assisting students with course selection and career objectives. A total of 80 percent of the responding schools had an advance registration process of some type. Academic advising was required as a prerequisite for entering the registration process. Of schools presently having an advance registration process, 57 percent had an on-line system. About 89 percent of the institutions with preregistration systems on-line allow students to request specific class sections. Thirteen advantages of advance on-line registration systems are identified. The study questionnaire and a list of surveyed schools are appended. (SW)

ED 251 009 HE 017 870

Fenske, Robert H.
Assessment of Training Needs for Arizona Student Financial Aid Practitioners. Final Report.
Arizona Commission for Postsecondary Education, Phoenix.
PUB DATE- 84
NOTE- 154p.
AVAILABLE FROM- Arizona Commission for Post Secondary Education, 1937 W. Jefferson, Phoenix, AZ 85009
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; Information Needs; *Needs Assessment; *Professional Development; Questionnaires; *School Business Officials; Staff Development; *Student Financial Aid Officers; *Student Personnel Workers
IDENTIFIERS- *Arizona

Education; *Outcomes of Education; Program Evaluation; Self Evaluation (Individuals); Skill Development; *Student Attitudes; Student Needs; *Teaching Methods
IDENTIFIERS- Chadron State College NE; College of Saint Mary NE; Doane College NE; Kearney State College NE; University of Nebraska Lincoln; University of Nebraska Omaha

A project to help students assume more responsibility for the quality of teaching and learning is described. A three-credit-hour course in learning analysis (LA) exposed 875 students at six colleges to alternative teaching methods. Faculty members who were outstanding practitioners of various learning strategies (Keller Plan, audiotutorial. discussion method, media-oriented classes) prepared a learning unit in their discipline for presentation to freshman at the following schools: University of Nebraska at Omaha (UNO), the University of Nebraska-Lincoln, Chadron State College, Kearney State College, College of Saint Mary, and Doane College. The LA course represents a significant first effort to bring consumerism into the college classroom. A second feature was the development of Student Learning Scales (SLS), which are intended to supplement or replace existing teacher performance rating scales. The scales are focused on the achievement and motivations of learners rather than the actions of teachers. For the third project activity, faculty and a sample of students rated instructional methods using the Instructional Methods Survey. Evaluation reports for each of these three project activities are included, along with a report by D. Finkler titled "Learning Analysis: The UNO Experience, Semester 1." (SW)

ED 251 023 HE 017 886

Gray, John Andrew
Case Comment: N.L.R.B. v. Yeshiva University--A Test for Determining "Managerial Employees".
PUB DATE- Mar 80
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *College Faculty; Court Litigation; *Faculty College Relationship; *Governance; Higher Education; *Private Colleges; *Teacher Role
IDENTIFIERS- *National Labor Relations Board v Yeshiva Univ

DESCRIPTORS- Accountability; Case Studies; Data Collection; Educational Assessment; *Educational Quality; *Evaluation Methods; Higher Education; *Outcomes of Education; Problem Solving; Questionnaires; *Student Evaluation; *Undergraduate Study
IDENTIFIERS- *Northeast Missouri State University; *Value Added

The Value-Added Program at Northeast Missouri State University is discussed. The value-added approach emphasizes the use of existing resources to enhance student learning, as well as the evaluation of student learning and personal development through regular assessment. To indicate the need for a value-added approach, the current crises confronting higher education are reviewed, along with both traditional and value-added responses to dealing with these problems. Information is also provided on how the value-added approach relates to academic standards, measurements, and other data. Prerequisites for implementing this approach at a college or university are considered, including having clear goals and objectives, the capacity to collect and monitor student progress, and an evaluation strategy. Attention is also directed to: basic challenges in implementing the value-added approach, assessing quality, measurement and curriculum, student motivation, and validity. Five case studies designed to demonstrate how the value-added approach has provided the perspective and mechanisms for solving concrete problems are presented. Appendices include information on the assessment instruments, three newspaper articles, and the Northeast Missouri State University Graduating Student Questionnaire. (SW)

ED 251 037 HE 017 902

Broyles, Susan G.
Institutions of Higher Education: Index by State and Congressional District, 1983-84.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-84-304
PUB DATE- 84
NOTE- 243p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Enrollment Trends; *Fees; Geographic Location; Graduate Study; *Higher Education; Institutional Characteristics;

Universities and Colleges, 1446 Duke Street, Alexandria, VA
22314-3492.
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Building Operation; *Campus Planning; Climate Control; College Administration; *College Buildings; Computer Oriented Programs; Electrical Systems; *Energy Conservation; *Facility Requirements; Higher Education; Management Information Systems; Master Plans; School Accounting; *School Maintenance
IDENTIFIERS- Custodial Contracting; *Facility Management; Formula Budgeting; Preventive Maintenance; Zero Base Budgeting

Major aspects of the management of the physical plant of campuses are considered in 42 chapters. The five major sections cover: personnel services; budgeting and accounting; maintenance management; plant operations; and planning, design, and construction. A conclusion describes proven methods and criteria for self-evaluation of the physical plant. Chapter titles and authors include the following: "Recruitment and Employment Practices" (Susan Jackson, H. R. Patterson, Jr.); "Employee Relations" (Patrick Cunningham); "Training and Development" (Jack Hug); "Formula Budgeting as a Technique" (William S. Gardiner); "Zero-Base Budgeting as a Technique" (Ronald R. Blickhahn); "Maintenance Management Systems" (Michael D. McGough, David J. Gojdics, Edward B. Phillips); "Preventive Maintenance" (Michael J. Dwyer, Jr.); "Grounds Maintenance" (Dean A. Ramsey, Denise M. Candelari, James D. Long); "Custodial Services" (Kirk Campbell); "Building Mechanical and Electrical Systems" (Robert Hascall, Larry Johnson); "Energy Management and Conservation" (Joe J. Estill); "Computerization of Plant Operations" (Earl W. Hawkey); "Campus Master Planning" (Harley A. Schrader, Richard R. Williams); and "Design Phase" (Lawrence F. O'Neill). (SW)

ED 251 051 HE 017 917

1982-1983 Comparative Costs and Staffing Report for College and University Facilities.

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

REPORT NO.- ISBN-0-913359-25-4

institutions desiring integrated facilities and/or staff have already achieved such integration; and individuals with library degrees are most likely to be the administrator of integrated facilities. The survey and results of the survey sent to the respondents are appended. A list of references is included. (Author/THC)

ED 251 064 IR 050 877

University Archives in ARL Libraries. SPEC Kit 107.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Sep 84
NOTE- 119p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Avenue N.W., Washington, DC 20036 ($15.00 per kit; ARL members $7.50 per kit).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Archives; Higher Education; *Library Collections; *Library Personnel; Library Surveys; *Online Systems; Policy; Questionnaires
IDENTIFIERS- Association of Research Libraries; *Records Management

The kit on university archives in Association of Research Libraries (ARL) contains the results of a 1983 survey that dealt primarily with the place of the archives within the library/institutional structure, reporting relationships, collection responsibilities and scopes, staffing levels, and relationship of the library to the institution's records management program. Questionnaires were distributed to 58 academic institutions. Of the 53 that responded (91%), 44 provided usable data. Survey results include information on organization, collections, policies and procedures, and issues and trends. In addition to the survey results, the kit contains reports from 10 institutions broken down into the following categories: 3 comprehensive reports; 1 report on goals and objectives; 2 reports on policies and procedures; 2 annual reports; and 2 position descriptions. The SPEC (Systems and Procedures Exchange Center) Flyer, prepared collaboratively with Gordon Fretwell, and selected sources on university archives are included.

PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Administrators; Higher Education; *Library Personnel; Library Surveys; Library Technicians; *Occupational Information; *Personnel Directors; *Research Libraries; *Specialists

This kit is compiled from documentation received as a result of a 1975 Association of Research Libraries (ARL) survey on the use of specialists in member libraries; updated materials gathered in 1978 are included. Survey data from 64 ARL members indicate wide utilization of various managerial and technical specialists. Of these, personnel librarians appear as the most frequent category among responding institutions (72%). Systems analysts and either budget officers, planning officers, or planning/budget officers are found in more than half the responding libraries. Computer programmers, audiovisual specialists, and staff development officers are reportedly employed less frequently in ARL libraries. In addition to positions mentioned in the survey, binding/restoration specialists, curators of special collections, library editor/publicists, building projects managers, affirmative action coordinators, and photographic services specialists are found in some of the responding libraries. Documentation and survey results indicate that in almost all cases a master's degree and experience in a job-related field are required for specialist positions. The kit includes 2 documents on classifications/career paths, 5 documents on business/planning positions, 5 on personnel positions, 10 on systems, analyst, and programmer positions, 2 on information specialist/publicist positions, and 5 on book repair/special collections/photoduplication positions. (THC)

ED 251 079 IR 050 901

Paraprofessionals. SPEC Kit 21.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jun 78
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; Library

institutions concerning book losses and theft detection systems found that more than half of the 90 respondents had installed or were installing electronic security systems (ESS's). This kit on theft detection and prevention in academic libraries contains: (1) planning documents from University of Nebraska, University of California at Berkeley, Northwestern University, and University of British Columbia; (2) implementation procedures from Georgetown University, Temple University, McMaster University, and University of Wisconsin at Madison; (3) systems evaluations from University of Pennsylvania and Temple University; (4) descriptions of user education from University of Massachusetts and University of California at San Diego; (5) samples of user notices from University of Hawaii and University of Michigan; and (6) security procedures and policies from ARL, Georgetown University, University of Hawaii, National Agricultural Library, New York Public Library, McMaster University, University of Pittsburgh, University of Maryland, and University of Virginia. Introductory materials include a concise summary of issues and trends related to theft prevention and detection which focuses on factors in decision-making, strengths and weaknesses of an ESS, alternative methods of theft prevention, and a list of ESS contact people at ARL libraries. (THC)

ED 251 094 IR 050 916

Collection Development Policies. SPEC Kit 38.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Nov 77
NOTE- 114p.; Some pages in light type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Acquisition; Library Materials; *Library Material Selection; Library Surveys; Policy; *Policy Formation; Position Papers; *Research Libraries; Resource Allocation

Responses from 54 libraries to a 1977 survey of Association of Research Libraries (ARL) member institutions and interviews by Office of Management Studies staff members who visited another 15 indicated that 20 of the 69 libraries had and made use of a written collection development policy. Eight others reported that such a

*Library Planning; *Program Budgeting; Program Descriptions; *Research Libraries; Resource Allocation

A 1979 Systems and Procedures Exchange Center (SPEC) survey focused on reviewing the current state of fiscal planning and cost studies in Association of Research Libraries (ARL) member libraries. The survey results indicate that, while some libraries are beginning to use cost analysis techniques to evaluate current programs, to plan for new programs, and to revise the allocation structure within the library, broad-based cost studies are rare and frequently viewed as not worth the investment needed to carry them out. At the beginning of this kit, a concise summary discusses the use of cost studies, forecasting as a tool that makes it possible to gain a clear understanding of probable future economic trends, and various budgeting systems. The kit contains four cost studies: "Computerized Literature Searching" (State University of New York at Stony Brook); "Adequacy of Funding for Libraries" (University of Michigan/Ann Arbor); "Portions of the Collection Analysis Project" (Massachusetts Institute of Technology); and "Price Trends Affecting Academic Library Budgets" (Purdue University). Also included are four forecasting documents: "Program Analysis and Planning for a Project to Complete Current Library Backlogs in a Five-Year Period Utilizing the INCOLSA/OCLC Cataloging System" (University of Notre Dame); "Five-Year Forecast, 1978/79-1982/83" (University of Southern California); "The Nature of Stanford Services: 1980-2000" (Stanford University); and "The Five-Year Planning and Budget Process in 1978-79" (Pennsylvania State University). The final document describes the "Zero Base Budget Project" at the University of Toronto. (THC)

ED 251 108 IR 050 930

Performance Appraisal. SPEC Kit 53.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Apr 79
NOTE- 123p.; Some pages may not reproduce well due to light and broken type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Libraries; *Evaluation Criteria; *Evaluation

Library Collections; *Library Materials; *Library Planning; Methods; Position Papers; *Preservation; *Prevention; *Research Libraries

A March 1980 Systems and Procedures Exchange Center (SPEC) survey on preservation indicated that more than half the Association of Research Libraries (ARL) membership were operating some type of active preservation program. This kit on basic preservation procedures contains policy statements, guidelines, and procedural instructions (many illustrated) on: (1) shelving and handling materials (Illinois University, New England Document Conservation Center, Cornell University, Columbia University, University of Kansas--2 documents, and the New York Public Library); (2) protective treatment of library materials (Stanford University--3 documents, Southern Illinois University, Newberry Library--2 documents, Ohio Historical Society, and American Philosophical Society); (3) preserving information through reproduction (Stanford University, Yale University--3 documents, and the New York Public Library); and (4) preservation decision-making (the New York Public Library--3 documents, University of California-Berkeley, Stanford University, and Yale University). The concise summary that introduces the kit identifies factors contributing to the rapid rise of preservation awareness among those responsible for all types of library collections and discusses methods for developing new programs. (THC)

ED 251 122 IR 050 951

Survey of Library Use, 1983/84.

McNeese Univ., Lake Charles, LA. Univ. Library.

PUB DATE- 12 Jul 84

NOTE- 18p.; Prepared by the User Survey Committee.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; Higher Education; Library Materials; *Library Personnel; *Library Services; Library Surveys; Questionnaires; *User Satisfaction (Information); *Use Studies

IDENTIFIERS- *McNeese State University LA

This document reports the results of a library use study conducted at Frazar Memorial Library (Louisiana) in 1983 as a follow-up study to a 1976-77 library use study. The purpose of this investigation

College "Options" Conference (Oakland, CA, September 27-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Education; *College Curriculum; Community Colleges; Cross Cultural Training; *International Education; *International Trade; *Noncampus Colleges; Nontraditional Education; Program Descriptions; Program Development; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Vista College CA

The role of Vista College, a non-campus college in the San Francisco Bay area, is discussed in this paper with respect to its provision of courses and programs in international business education. After section I describes the college and its location, students, and programs, section II makes a case for the importance of international business education in an increasingly interrelated and interdependent world. Section III discusses international trade and the role of California's community colleges in developing international and multicultural curricula. Section IV highlights the objectives of Vista's International Business and Cross-Cultural Program in providing educational opportunities in international trade, establishing networks among business and educational institutions, and providing direct services to business. After Section V describes the administration and staffing of the International Business Program, the international aspects of the curriculum are outlined in section VI, including a description of the Certificate in International Trade program, the non-credit community services program of workshops and seminars for business people, and the college's language laboratory. Sections VII and VIII discuss student placement and the educational impact of the programs. The final sections briefly outline future plans and identify a contact person for the programs. (HB)

ED 251 136 JC 840 591

Campbell, Dale F.; And Others
Leadership Strategies for Community College Effectiveness: Outcomes of the North Carolina Community College Presidents' Leadership Institute. A Technical Report.
North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.

State University System (SUS) who were previously enrolled in one of the state's 28 public community colleges. A series of tables present fall term data for 1981 through 1983, including information on: students' sex, age, and race; SUS enrollment rate of community college students; credits transferred; distribution of students by the university at which they were registered and the community college from which they transferred; grade point average (GPA); and students' majors. Highlighted findings included the following: (1) in fall 1983, there were 43,748 students enrolled in the SUS who had previously attended a community college, representing 42.2% of all enrollments in the SUS; (2) the percentages of male and female students were almost equal in 1981, but females outnumbered males in 1982 and 1983; (3) the percentages of both Black transfer students and White transfer students declined between 1981 and 1983, while there were significant increases in the percentages of Hispanics and nonresident aliens who transferred; (4) 37% of the transfer students were in their first year of study in the SUS in 1983, a decrease of 3% since 1981; (5) 79% of the students in 1983 transferred 60 semester hours or more to the SUS; (6) the largest percent of community college transfers tended to enroll in the nearest university; and (7) in 1983, 84.3% of the transfer students earned a GPA of 2.0 or higher in the SUS. (LAL)

ED 251 150 JC 840 616

Annual Report to the Governor, 1983-1984.
Arizona State Board of Directors for Community Colleges, Phoenix.
PUB DATE- 84
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *College Faculty; *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; Financial Support; Part Time Faculty; School Districts; School District Spending; State Boards of Education; State Surveys; Student Characteristics; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- *Arizona

This five-part annual report provides information for fiscal year 1983-84 on the Arizona State Board of Directors for Community Colleges; the state's community college districts; college finances

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *College Administration; *College Planning; *Community Colleges; Curriculum Development; *Educational Change; Educational Quality; *Educational Trends; *Futures (of Society); Humanities Instruction; Speeches; Technological Advancement; Two Year Colleges; Vocational Education

These four addresses by community college presidents and chancellors were selected for recognition by the American Association of Community and Junior Colleges' Presidents Academy. After an introduction by Larry W. Tyree, "Interrelationship of Career and Technical Programs with the Humanities," by Rose M. Channing, traces recent trends in vocational and humanities education, arguing that a true interrelationship of the technologies and humanities will recognize the purity of each, yet mix and match to yield desirable student outcomes. Donald H. Godbold's address, "Opportunities for Progress and Change in a Period of Economic Stress," identifies areas of needed change for community colleges, including the identification of student goals and needs, articulation with other educational segments, partnerships with the private sector, and the use of advanced technologies. In "Excellence and Innovation in Higher Education: Implications for Community Colleges," Richard K. Greenfield reviews responses of two-year college leaders to "A Nation at Risk" and argues that community colleges should take the offensive to bridge the ideals of equity and excellence. Finally, "Community Colleges: We Must Act to Shape Our Future," by Robert Parilla, reviews the challenges facing two-year college leaders, advocates a clearer definition and communication of the strengths of community colleges, and recommends greater political involvement. (LAL)

ED 251 164 JC 850 013

MATC Fact Book, 1984-1985.
Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.
PUB DATE- 84
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Size; Grade 1; Home Visits; *Kindergarten; *Learning Readiness; Parent Attitudes; Primary Education; *Program Effectiveness; *Program Evaluation; Questionnaires; School Schedules; Teacher Attitudes
IDENTIFIERS- *Full Day Programs; Lawrence Public Schools NY

The Number Four school is a centralized early childhood center in the Lawrence Public Schools, Nassau County, New York. Implemented in September 1982, a full-day kindergarten program was developed by staff and administration to expand and enrich the curriculum and program horizontally while maintaining the original half-day program's developmental and child-centered philosophy. This report discusses added program components, including in-depth and integrated curriculum themes, additional trips, an expanded cooking and nutrition program, increased language development and language experience opportunities, expanded "prereadiness" computer activities and programs, and other enrichment factors. The report also addresses changes and refinements made during the second year of implementation; the evaluations of parents, staff, and administration; standardized testing; the advantages of a full-day kindergarten program; continuing problems and concerns; and recommendations for future consideration. On the basis of evaluations cited in the report and data included in the appendices, evaluators postulated that the program may have important implications for ensuring equity in education for less advantaged children. Appendices provide a report and summary of home visits; results of full-day kindergarten/first-grade Follow Through evaluations; results of the Hammondsport Assured Readiness Program; summary and recommendations of staff evaluation of full-day kindergarten; and related evaluation forms and graphs. (RH)

ED 251 178 PS 014 687

Colker, Larry
Computers and Play.
PUB DATE- 83
NOTE- 23p.; Revised version of a paper presented at the conference entitled "The Young Child and the Computer: Building the Future Together" (Columbus, OH, October 14-15, 1983).

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Concept Formation; *Critical Thinking; Elementary School Teachers; *Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; Metacognition; Secondary School Teachers; *Staff Development; Supervisory Training; Teacher Workshops
IDENTIFIERS- *Bloom (Benjamin S)

This paper outlines a development course on teaching critical thinking skills designed for both elementary and secondary teachers and supervisors. Improving a student's ability to use higher order intellectual skills has been recognized by national and state commissions as important in improving student achievement. To successfully improve the teaching of critical thinking skills, staff development plans must first review the thinking processes/strategies needed to accomplish the specific cognitive tasks of the subject disciplines. Bloom and his colleagues' (1956) theory of critical thinking, synonymous with the term "evaluation," is one conceptualization of higher order skills and is illustrated by an example of classroom instruction drawn from secondary English teaching. The second step in staff development is finding strategies for teaching critical thinking skills to students. Examples of teaching methods requiring that students develop and use critical thinking are presented. It is suggested that this staff development take place under the leadership of supervisory personnel or fellow teachers in a cooperative workshop.(CB)

ED 251 192 PS 014 726

Childspacing among Birth Cohorts of American Women: 1905 to 1959.
Bureau of the Census (DOC), Suitland, Md. Population Div.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Feb 84
NOTE- 126p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-001-90784-4, $4.75).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)

Multidisciplinary Institute for Child Sexual Abuse Intervention and Treatment Project. Annual Report: Innovations in Protective Services, September 1, 1983 through August 31, 1984.

Texas State Dept. of Human Resources, Austin. Office of Programs.

PUB DATE- 30 Sep 84
NOTE- 41p.; For related documents, see PS 014 738-743.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Caregivers; *Children; Curriculum Development; Elementary Secondary Education; Family Problems; *Inservice Education; *Intervention; Judges; Lawyers; Police Education; Professional Personnel; *Program Effectiveness; Program Evaluation; Psychologists; Reports; *Sexual Abuse; Social Workers; *State Programs; Teachers; Volunteers
IDENTIFIERS- Child Protective Services; *Multidisciplinary Teams; Texas

Part I of this report describes processes used to develop and implement the 2-year Multidisciplinary Institute for Child Sexual Abuse Intervention and Treatment Project. The underlying focus of the 5-day training sessions is a team approach to investigation, intervention, and treatment. A process description discusses the impetus for the project and the techniques used to get the project started. Specifically described are methods used to develop a sound curriculum, help community professionals develop a team approach to training, and establish the institute as a continuing resource for training. Finally, recommendations for replicating the institute are given. Part II reports findings of the impact evaluation conducted after the project's first year during which 10 training sessions were held, serving 248 persons who represented several disciplines. Data-gathering instruments included knowledge acquisition measures, an evaluation questionnnaire, and a self-report survey of participants' attitudes and perceptions. As no control group could be obtained for the knowledge acquisition component, changes in knowledge were not necessarily attributed to the training. Nevertheless, major findings of the evaluation indicated that the training was associated with increased knowledge about child sexual abuse; was viewed favorably by the trainees; and had a positive effect on trainees' attitudes toward child sexual abuse identification, treatment, and intervention. Appendices include the questionnaires and the institute curriculum. (Author/CB)

Human infants are sensitive from birth to some intrinsic properties of objects; they are also sensitive to position. During the first weeks of life, pertinent dimensions of differentiation between objects are relative to global properties of the entire object or pattern. Position is defined by the direction of a displacement: the trajectory followed by a mobile object, the orientation of the infant's body, or the direction of a movement like head turning or arm thrusting. Movements are differentiated by their direction relative to the infant. During this early period, regularities can be observed between changes in the environment and modifications in the infant's behavior. However, differentiation and recognition measured by a specific index (fixation time, for example) are relative to changes or non-changes in global sensorimotor exchanges between the infant and his or her environment. It is only when these sensorimotor exchanges become dissociated in their components that the infant will progressively become able to identify and differentiate perceiving and acting, position and intrinsic properties, etc. As a component is isolated and functions independently from others, it can enter in relation with others to form structured sensorimotor or intermodal coordinations. This conclusion is not original; other researchers work according to the same assumptions within their own theoretical frames. (Author/RH)

ED 251 220 PS 014 755

Brooks-Gunn, Jeanne
Social Competence in Young Children: A Developmental Perspective.
PUB DATE- Apr 84
NOTE- 31p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; *Children; *Disabilities; *Family Influence; *High Risk Persons; *Interpersonal Competence; Mothers; *Social Networks
IDENTIFIERS- *Dyadic Interaction Analysis

Aspects of a child's social environment, in this case those connected with networks and dyadic interaction, are influenced by different maternal and child characteristics. The young child's social network is influenced by at-risk status but not by chronological age. Not only do families with handicapped infants documentation of local CARE Committee activities indicated that the committees went through a process that resulted in a high degree of collaboration to address local preschool needs. Addenda consist of a bibliography and survey instruments. (CB)

ED 251 234 PS 014 774

Stafford, Beth G.; Rog, Debbra
A Survey of Preschool Programs in Tennessee.
Tennessee Children's Services Commission, Nashville.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 30 Sep 84
NOTE- 67p.; For related documents, see PS 014 772-775.
GRANT- ACYF-90CW685/01
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Coordination; Day Care; Early Childhood Education; Institutional Cooperation; *Personnel Directors; *Preschool Education; Questionnaires; School Surveys; Social Agencies; *Social Services
IDENTIFIERS- *CARE Linkages Project; *Tennessee

One of four volumes dealing with the CARE (Children's Agencies, Resources, Etc.) Linkages Project in Tennessee, this manual reports a survey of preschool programs in 16 counties. The goal of the CARE project was to foster collaboration leading to more effective linkages between publicly funded child care and development programs and other service providers. The survey was designed to evaluate project impact and to provide information about preschool programs. Following two training sessions and 6 months prior to intervention, local CARE district coordinators conducted telephone interviews with 120 preschool program directors in eight control and eight treatment counties. The following information was solicited: (1) program characteristics; (2) the program's current and needed services; (3) current networking and collaboration; (4) knowledge of other preschool services; (5) director's attitudes toward collaboration; (6) director's perceptions of the consequences of collaboration; (7) possible barriers to collaboration; and (8) director's professional experience. The results of the pretest indicated that preschool program directors in both the intervention and the comparison counties had very positive attitudes toward collaboration. In the posttest survey (a

ED 250 849 EC 170 884

Piercy, David; And Others
Skill Sequences for Mildly Handicapped Resource Room Students (Grades K through 12).
Eugene School District 4J, Oreg.
PUB DATE- May 84
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decoding (Reading); Elementary Secondary Education; *Individualized Education Programs; Mathematics; *Mild Disabilities; Reading Comprehension; Reading Instruction; Records (Forms); Spelling; *Student Educational Objectives; Study Skills

The document describes the development and use of skill sequences in individualized education programs (IEPs) for mildly handicapped students. Developed to standardize format and terminology among teachers and parents, the sequences promote the continuity of instruction and the maintenance of consistent records. Sequences were developed for use from the time of the student's entry into the special education program to the student's exit. Procedures for marking skills sequences are explained and their use illustrated in a sample IEP. The format of the skill sequences includes space for grade level, mastery criteria, short term and long term objectives, starting dates, goal date, entry level skill, date of skill mastery, and initials of person responsible for determining entry level or mastered skills. Forms (including summary sheets) are included for the following subject areas: reading (decoding and comprehension), mathematics, spelling, study skills, and expressive writing. (CL)

ED 250 850 EC 170 885

Berryman, Joan D.; Neal, W. R., Jr.
Speech-Language Pathology Assessment Project, 1982-83 Final Report.
PUB DATE- 83
NOTE- 187p.; Document may not reproduce well because print is light and broken in parts.
LANGUAGE- English

function of the supervisor/diagnostician. Teachers were largely positive regarding the effects of the visits. Recommendations were made for an adequate system of recording visits and a clear, detailed definition of the role of the supervisor/diagnostician. (CL)

ED 250 865 EC 171 102

Showalter, Robert G.

Educational Teleconferencing: Continuing Professional Education in Speech-Language Pathology and Audiology.

PUB DATE- Aug 83

NOTE- 7p.; Paper presented at the Congress of the International Association of Logopaedics and Phoniatrics (19th, Edinburgh, Scotland, August 14-18, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Communication Disorders; Communications; Information Dissemination; Postsecondary Education; *Professional Continuing Education; *Teleconferencing

IDENTIFIERS- *Purdue University IN

The paper describes the efforts of Purdue University to meet the continuing professional education (CPE) needs of professionals serving the communicatively handicapped through audio, video, and computer teleconferencing. Two types of interactive television programs are currently provided: videotapes of invited speakers and participant discussion and graduate telecourses made available to campuses that do not have formal training programs in communicative disorders. Audioteleconferencing efforts have included a project to develop a speaker telephone CPE model for professionals serving handicapped school children in Indiana. Evaluation data suggest participant satisfaction with the speaker telephone CPE format and a 55% saving over the information delivered in the traditional face-to-face mode. Computer teleconferencing has been undertaken via SpecialNet, a national computer-based instant-communication network accessed by telephone. (CL)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Blindness; *Job Performance; *Job Skills; *Partial Vision; Perceptual Motor Coordination; Psychomotor Skills; Skill Analysis; *Test Reliability; *Test Validity; Vocational Evaluation
IDENTIFIERS- *Fine Finger Dexterity Work Task Unit

The study was designed to determine the reliability and criterion validity of a psychomotor performance test (the Fine Finger Dexterity Work Task Unit) with 40 partially or totally blind adults. Reliability was established by using the test-retest method. A supervisory rating was developed and the reliability established by using the split-half method. The correlation between the supervisor's two separate scores based on their responses to odd and even items revealed a Pearson product-moment coefficient of .98. A factor analysis was computed to determine whether a general or distinct factor of performance existed. Two factors emerged: performance and compliance/conformity, of which performance was the stronger. A concurrent approach was used to establish the criterion validity of the Fine Finger Dexterity Work Task Unit. Statistical analysis revealed some degree of positive correlation between the predictor and criterion. It was concluded that the validity coefficient of .33 would be useful in selection when the selection ratio and base rate were favorable. (Author/CL)

ED 250 881 EC 171 118

First Special Education Technology Research and Development Symposium (Washington, District of Columbia, June, 1984). Proceedings.

National Association of State Directors of Special Education, Washington, D.C.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 84
NOTE- 113p.
CONTRACT- 300-83-0282
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Software; *Disabilities; Educational Technology; Elementary Secondary Education; Instruction; Research Methodology; *Special Education; *Trend Analysis

Proceedings from a June 1984 sympoisum on special education technology are presented in this document. A background paper on programing at the mid-high school state is supported, in order to draw together the career related strands which have been previously infused into the total curriculum. The development of such an intensive separate summer program is described, and its emphasis on decision making in elements of self-awareness, career awareness, educational awareness, and economic awareness are discussed. Appended materials include a list of the program's advisory board and development team members, information from a survey completed by schools for the deaf of new career education materials, and an annotated bibliography of career education materials and resources for use with hearing impaired students. (CL)

ED 250 897 EC 171 135

Hitzing, Wade; Kozlowski, Ronald E.

Future of Institutional Services in Ohio: Do We Need to Plan for Institutional Services? Position Paper No. 1.

Ohio State Univ., Columbus. Herschel W. Nisonger Center.

SPONS. AGENCY- Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.

PUB DATE- Feb 84

NOTE- 35p.; Funding was also provided by the Ohio Developmental Disabilities Planning Council. Prepared by The Institutional Services Subcommittee Deinstitutionalization Task Force. For related documents, see EC 171 134-139.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Community Programs; *Deinstitutionalization (of Disabled); *Developmental Disabilities; *Institutional Role; Planning; *Program Development; Services

IDENTIFIERS- *Ohio

The first of five papers written by the Ohio Developmental Disabilities Planning Council's Deinstitutionalization Task Force Project, this document focuses on the role of institutional services. Following a brief summary of planning principles (least restrictive alternative, right to services, normalization, equal justice, respect for human dignity, and developmental orientation), the document reviews planning processes and strategies. Each of 10 potential system barriers (prior fiscal investment, employee rights, parent concerns, public attitudes, community resources, funding resources, legal concerns, coordination/management,

ED 250 911 FL 014 650

Paribakht, Tahereh
The Relationship between the Use of Communication Strategies and Aspects of Target Language Proficiencies - A Study of ESL Students.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ICRB-B-137; ISBN-2-89219-144-0
PUB DATE- 84
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classification; *Communication Skills; Comparative Analysis; *English (Second Language); Foreign Countries; *Language Proficiency; Linguistic Theory; Native Speakers; Persian; *Second Language Learning
IDENTIFIERS- Canada

Four hypotheses are addressed concerning the relationship of the types and proportion of strategies adopted by the subject groups to the proficiency levels, and the subjects' rate of success and effective use of communication strategies for conveying intended meaning as they relate to proficiency level in the target language. The subjects were 40 Persian students in Canada at two distinct proficiency levels, and 20 native English speakers as a comparison group. Communication skills were elicited by a concept-identification task using concrete and abstract nouns, and involving both oral production and interaction between members of the two groups. A taxonomy of communication strategies was developed, with classification into four communicative approaches (linguistic, contextual, conceptual, and mime) based on the type of knowledge used by the speaker for their adoption. Results also showed that differences between groups in the adoption of communication approach types were minimal except in the relative frequency of use of some strategies, and that the groups differed in success rate at getting meaning across and in their effective use of strategies to communicate abstract concepts. It is concluded that use of communications strategies and target language proficiency level are related, use of communication strategies is dynamic, and that differing surface realizations of speakers' communication skills cumulatively affect success in conveying meaning. (MSE)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Potential; *English (Second Language); *Federal Programs; Program Descriptions; Program Effectiveness; *Refugees; Second Language Instruction
IDENTIFIERS- *Mainstream English Language Training Project

The Refugee Education and Employment Program (REEP) of Arlington, Virginia, was designated in 1983 as one of seven sites for participation in a national Mainstream English Language Training (MELT) project of the Office of Refugee Resettlement. The primary project goal was to link overseas refugee camp training to refugee programs in the United States to facilitate refugees' English language learning and transition to employment and independence in the United States. REEP was selected to field test and refine three products and components of the project, including: (1) field testing of three versions of the Basic English Skills Tests (BEST) designed to measure general language ability; (2) testing and refinement of standardized Student Performance Levels, general descriptions by level of students' language ability, and (3) elaboration and specification of a set of curriculum guidelines entitled the "CORE Curriculum Guide," to be used as a reference guide for the development of U. S. based curricula. REEP benefitted from these tasks in the improvement of its methods and in the testing and achievement of its own goals of promoting refugee self-confidence, employment, and independence in the United States. (MSE)

ED 250 925 FL 014 673

Larter, Sylvia; Cheng, Maisy
Bilingual Education and Bilingualism: A Review of Research Literature. No. 175.
Toronto Board of Education (Ontario). Research Dept.
REPORT NO.- ISBN-0-88881-178-0
PUB DATE- Sep 84
NOTE- 176p.
AVAILABLE FROM- Board of Education for the City of Toronto, 155 College St., Toronto, Ontario M5T 1P6, Canada ($6.00, plus $1.50 handling per order).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Attitudes; Attendance; *Bilingual Education; *Bilingualism; Classroom Environment; Classroom

linguistic change and variation in the Philadelphia speech community, their origins and use, are described. Five working principles of the project are detailed: (1) there are no single style speakers; (2) styles can be ranged along a single dimension, according to the attention paid to speech; (3) the vernacular, in which minimum attention is paid to speech, provides the most systematic data; (4) any systematic observation of a speaker defines a formal context where more than minimal attention is paid to speech; and (5) face-to-face interviews are the only means of obtaining the needed volume and quality of recorded speech. The field methods outlined include neighborhood studies (aims, design, selection, entry, the interview and its components, and field experiments), the telephone survey (the sampling problem, the Philadelphia sample, survey design, and evaluation), group sessions, rapid and anonymous surveys, a comparison of methods for acquiring sociolinguistic data, and policy for protection of data and subjects' rights (candid recording, protection of anonymity, and access to tape recordings). (MSE)

ED 250 939 FL 014 696

Romaine, Suzanne
On the Problem of Syntactic Variation: A Reply to Beatriz Lavandera and William Labov. Sociolinguistic Working Paper Number 82.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 81
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Language Variation; *Linguistic Theory; *Measurement Techniques; *Research Methodology; *Syntax; Validity
IDENTIFIERS- *Labov (William); *Lavandera (Beatriz)

In view of the apparent successes achieved with Labovian quantitative methods in the analysis of phonological variation, it is not surprising to find these techniques being extended to include the study of syntax. Sankoff suggests that the extension of probabilistic considerations from phonology to syntax is not a conceptually difficult jump. However, this optimism is premature. An analogous view of syntactic variation is incoherent; what is meant by the notion of syntactic variation is a moot point. No

Programs.
PUB DATE- 83
NOTE- 420p.; For related documents, see FL 014 670-671, FL 014 722, and ED 221 068-071.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; Curriculum Guides; *English (Second Language); *Indochinese; Instructional Materials; *Intensive Language Courses; *Refugees; Resource Materials; *Second Language Instruction; Teaching Guides
IDENTIFIERS- *Refugee Camps

This is the second part of a two-part volume of supplementary materials intended for use in the Department of State's Intensive English as a Second Language, Cultural Orientation, and Pre-Employment Training Program for United States-bound Southeast Asian refugees. It contains classroom activities developed for the English as a second language (ESL) component of the program and a bibliography and list of resource materials. The ESL activities are specified for one or more levels of language and literacy ability but can be modified or expanded. One or more teaching techniques are suggested, and each activity has also been referenced to a competency in the standardized program curriculum. The activities are prefaced by a definition of the five language and literacy levels and a list of the ESL competencies from the standardized curriculum, grouped by topic area. The topic areas include classroom orientation (identifying and introducing oneself, introducing others, greetings, ending conversations, expressing lack of understanding and need for clarification, following simple directions, finding out the English for unknown terms, and observing classroom etiquette), banking, clothing, employment, food, health, housing, post office, transportation, and the transit process from Southeast Asia to the United States. (MSE)

ED 250 953 FL 014 733

Curriculum Guide for Spanish for Spanish Speakers = Curso de Estudios de Espanol para los Hispano-Parlantes.
Chicago Board of Education, Ill. Dept. of Curriculum.
PUB DATE- 76
NOTE- 117p.
LANGUAGE- English; Spanish

development. Each university needs to decide which role it prefers to emphasize, or which is the best mix between the two roles. (SW)

ED 250 967 HE 017 694

Organizing the Program. The Logistics Involved in Introducing Microcomputing at Drexel University.

Drexel Univ., Philadelphia, PA. Microcomputing Program.

PUB DATE- 84

NOTE- 13p.; For related documents, see HE 017 695-697.

AVAILABLE FROM- Drexel University, Microcomputing Program, Office of the Vice President for Academic Affairs, 32nd and Chestnut Streets, Philadelphia, PA 19104.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advisory Committees; *College Planning; Committees; *Computer Oriented Programs; Higher Education; *Microcomputers; Needs Assessment; Organizations (Groups); *Program Development; Program Implementation; Student Developed Materials; Student Needs; Student Participation; Teacher Developed Materials; Teacher Role

IDENTIFIERS- *Drexel University PA

The introduction of Drexel University's microcomputing program, which provides students access to this technology for coursework, is described, with attention to the groups who played a major role in preparing the university. Faculty helped set the initial direction of the program and have been central to its operation. Other faculty roles included review of the computing needs of students and faculty and the characteristics of microcomputers that were on the market in fall 1982, program planning, communicating among departments, and developing ideas and materials to enhance the academic curriculum. Students have provided feedback and have identified problem areas and need for new services. Software academic applications developed by students and student-led orientation programs for new students are additional student inputs. The involvement of the following groups is also discussed: the business units of the university, the facilities committee, the computer center, the instructional support group, the user support group, the equipment support group, and the microcomputing program's management team. Future concerns are also identified, including local area networks, getting software to students economically, and the distribution of software developed by the Drexel community. (SW)

Johnson, Virginia G., Ed.; Schlessinger, Rashelle, Ed.
A University Handbook on Disabilities.
Clarion Univ. of Pennsylvania.
PUB DATE- 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); College Planning; *College Students; Guidelines; Guides; *Hearing Impairments; Higher Education; *Learning Disabilities; *Physical Disabilities; Physical Mobility; Speech Handicaps; Student College Relationship; Student Needs; Student Problems; Teacher Student Relationship; *Visual Impairments
IDENTIFIERS- Clarion University of Pennsylvania

Accommodations that can aid in the learning process for disabled students at Clarion University of Pennsylvania are outlined in this handbook funded by the college's Affirmative Action Committee. Objectives of the guide are: to define and describe the major disabilities (hearing impairment, learning disability, mobility impairment, speech impairment, and visual impairment); to identify the major problems that disabled students encounter during the academic semester; to outline disabled student responsibilities for making teachers aware of problems that their disability will cause for them in the class; and to suggest changes that may be made by faculty to accommodate the special needs of disabled students. For each disability, accommodations for the classroom and for testing are suggested. Guidelines for faculty and for disabled students are also included for each type of disability. In addition, a bibliography of sources that contain information about disabilities and dealing with disabilities is provided, along with a glossary. Appendices also include: a request form for testing alternatives, a statement of Clarion University's policy for relocation of classes and miscellaneous adjustments, and information on the accessibility of specific academic facilities at Clarion University. (SW)

ED 250 982 HE 017 834

Dixon, Terry
A Suggested Model for Development of Computer Assisted Instruction for Higher Education.

PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Guides; *Collective Bargaining; *College Faculty; Contracts; *Cooperative Programs; Copyrights; *Employment Practices; Higher Education; Industry; Multiple Employment; Patents; *Personnel Policy; *School Business Relationship; Unions
IDENTIFIERS- Conflict Of Interest; *Corporate Education

The impact of academic/corporate partnerships on employment relationships on college campuses is examined, with attention to the concerns of faculty, administrations, and corporations. Topics such as patent and copyright ownership, conflict of interest, and collective bargaining relationships are discussed, along with the question of negotiating "protections" from unwarranted and unwanted corporate invasion. Discussion is focused on situations where corporate involvement on campus is not done according to policy or rules. Restrictions are often imposed on both faculty and administrations that threaten the nature of the academic enterprise. Universities must ensure that corporate political, investment, and employment practices are compatible with university goals. The following labor relations concerns are addressed: job security, subcontracting, and unit jurisdiction (i.e., the definition of the bargaining unit contained in the collective bargaining agreement). Guidelines concerning conflict of interest and copyrights issued by Harvard University and New York University are briefly described. Eleven corporate-supported programs in academic institutions are identified, along with four corporate degree-granting education programs for both employees and nonemployees. (SW)

ED 250 996 HE 017 851

Resnick, Robert J.
Training for Hospital Practice: Internships, Residencies, and Credentials.
PUB DATE- Aug 84
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

The present and future training needs of financial aid practitioners (financial aid officers, counselors, and support staff personnel) at Arizona colleges and government agencies were assessed. Attention was directed to the literature on training and programs for financial aid practitioners, as well as the possibilities of developing a coordination model for training in the state. A survey was conducted of 153 representatives of government agencies and postsecondary institutions, including 58 administrators, 33 counselors, 43 office staff, and 19 fiscal officers. For these four respondent groups, comparisons were made on demographic and institutional factors and on 19 financial aid concerns. An index for each respondent group was developed to summarize respondents' views of how well prior training programs had met their needs for information. This index was intended primarily for evaluation, while a second index, intended to assess future training needs, was also developed. It was found that the level of need for further training programs was sharply different among the four respondent groups. In addition, the need levels were different for many functional areas within each group. Training needs surveys for each of the four respondent groups are included, along with statistical findings of the study and a literature review. (SW)

ED 251 010 HE 017 871

Graham, Robert
Progress Report on Efforts to Reduce Delinquency Rate in the Health Professions Student Loan and Nursing Student Loan Programs.
Health Resources Administration (DHHS/PHS), Hyattsville, Md.
PUB DATE- 6 Feb 84
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); Dental Students; Federal Legislation; Federal Programs; *Federal Regulation; Government School Relationship; Guidelines; *Health Occupations; Higher Education; *Loan Repayment; Medical Students; Nursing Education; *Student Loan Programs; Technical Assistance
IDENTIFIERS- Department of Health and Human Services; *Health Professions and Nursing Student Loan Prog; *Nursing Student Loan Program

Efforts of the Department of Health and Human Services (DHHS) to

The Supreme Court decision in National Labor Relations Board (NLRB) v. Yeshiva University is discussed, along with a test for determining "managerial employees." In this case, the court held that full-time faculty at nonprofit, private, higher education institutions are managerial employees, where their recommendations are normally determinative of curricular matters. The NLRB's contentions concerned: the professional status of full-time faculty; the exercise of faculty's supervisory and managerial functions on a collective rather than individual basis; actions of the faculty that are not in the interest of the employer; and the ultimate authority of the Board of Trustees over the faculty. The majority opinion of the court was that faculty members act simultaneously both as individual professionals and as managerial employees. The subject matter of their collective decisions is managerial. Their authority in academic matters is absolute, including courses that are offered and class scheduling. The minority opinion advised that one must not overvalue the significance of the faculty's influence on academic affairs. The faculty's role in the governance of higher education is unique, and the faculty's curricular recommendations are made on the basis of its independent professional judgment. (SW)

ED 251 024 HE 017 888

Jeacock, Robert L.
The Impact of Malaspina College on the Local Economy.
PUB DATE- Oct 83
NOTE- 38p.; For the earlier report, see ED 146 867.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business; Case Studies; College Students; *Community Benefits; Economic Development; *Educational Economics; Employment Patterns; *Expenditures; Foreign Countries; *Higher Education; Local Government; *School Community Relationship; Tax Rates
IDENTIFIERS- British Columbia; *Economic Impact; *Malaspina College BC

The impact of Malaspina College, British Columbia, on the local economy was investigated to update a 1977 study. The variables used to assess the college's impact were: (1) income injected into the local economy as a result of expenditures of the colleges, its employees, and its students; (2) college-related revenues received

Legislators; Noninstructional Student Costs; Private Colleges; *School Location; State Colleges; *State Surveys; *Tuition; Two Year Colleges; Undergraduate Study

A state and congressional district listing of higher education institutions is presented. The institutions offer at least a one-year program of college-level study leading toward a degree and meet accreditation standards required by the Department of Education. The list includes the names of Senators, Representatives, and other elected officials of the 98th Congress, their states and congressional districts, and each institution of higher education located therein. Institutions are identified by control and type, and 1982 enrollment data are included along with the undergraduate and graduate tuition and fees data for the 1983-1984 academic year. Room and board charges are also indicated, along with number of days per week the college operates. The following categories are included under institutional control: public, nonprofit, and proprietary. Types of institutions include: two-year, general baccalaureate, comprehensive, doctoral-level, special divinity, special engineering, special law, special business, special health, special medicine, special art and music, special education, special nondegree, and newly added. (SW)

ED 251 038 HE 017 903

Pharmacy Handbook.
New York State Education Dept., Albany. Cultural Education Center.
PUB DATE- 84
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Certification; Governing Boards; Higher Education; Inspection; Legal Responsibility; *Pharmaceutical Education; Pharmacists; *Pharmacy; Professional Education; State Boards of Education; State Legislation; *State Licensing Boards; *State Standards
IDENTIFIERS- *New York

New York State education law, rules, and regulations concerning the practice of pharmacy are presented. Provisions relating to the manufacture, sale, distribution, purity, potency, and labeling of drugs are included. State statutory provisions cover: licensing,

PUB DATE- 84
NOTE- 93p.
AVAILABLE FROM- Association of Physical Plant Administrators of Universities and Colleges, 1446 Duke Street, Alexandria, VA 22314-3492.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Building Operation; College Administration; College Buildings; Comparative Analysis; Facility Requirements; Geographic Regions; Higher Education; Institutional Characteristics; Questionnaires; *Salaries; *School Location; *School Maintenance; *School Personnel; *Unit Costs
IDENTIFIERS- Deferred Maintenance; *Facility Management

Results of the 1982-1983 Comparative Costs and Staffing Survey are reported based on 757 questionnaire responses. The three sections of the report contain the index of reporting institutions, the unit cost summary, and the wage and salary summary. The index of institutions provides the following information: the state/province two-letter abbreviation and a number assigned to each institution within the state/province, the region in which the institution is located, the type of academic program offered, the type of institution, and the city/town in which the institution is located. The unit cost summary provides information that administrators can use to make comparisons with other school maintenance and operations activity. The cost section includes information on student enrollment, total building area for all campus buildings, total building area maintained in physical plant budget, grounds acreage, cost per gross square foot of building area, employees per function, funds made available for major repairs, and estimated amount of deferred maintenance outstanding at the end of fiscal year 1983. The wage and salary summary provides information on the salaries and number of physical plant managers and staff for 12 positions. Appendices include a questionnaire and instructions, and a classification of accounts for physical plant. (SW)

ED 251 052 HE 017 918

Person, Carl S.
Impact of Federal/Institutional Aid Grants (Title III) on the Behavior of Private Historically Black Colleges: Financial

(THC)

ED 251 065 IR 050 886

Organization Charts. SPEC Kit 1.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- 77
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Non-Print Media (100)
DESCRIPTORS- *Academic Libraries; *Administrative Organization; Higher Education; *Librarians; *Library Personnel; Library Research; Library Technicians; *Research Libraries
IDENTIFIERS- Association of Research Libraries; *Organization Charts

This kit, containing organization charts for 15 member libraries of the Association of Research Libraries (ARL), is a revised and updated version of a 1973 kit. In addition to charts of the total organization, many institutions have supplied charts for specific departments such as circulation, acquisitions, catalog, business, and technical services. Charts for academic departmental libraries are also included for some institutions. Institutions included are: University of California at San Diego, University of California at Berkeley, University of Alberta, University of British Columbia, Center for Research Libraries, Cornell University, Duke University, Michigan State University, University of Massachusetts, Iowa State University, University of Michigan, University of Wisconsin, Wayne State University, University of Pittsburgh, and Yale University. (THC)

ED 251 066 IR 050 887

Personnel Organization. SPEC Kit 3A.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- 77

Administration; *Library Personnel; *Library Planning; Library Research; *Occupational Information; *Paraprofessional Personnel; *Research Libraries

In response to Association of Research Libraries (ARL) members' increased interest in the enhancement of manpower resources by greater utilization of paraprofessionals, ARL conducted a survey investigating various aspects of paraprofessional employment in the academic library. For the purposes of the survey, paraprofessional positions were defined as those requiring some level of higher education and/or experience, falling between the clerical and professional level. Survey results indicate that these positions are more frequently referred to as library assistants or library associates in academic libraries. Documentation indicates that libraries fill paraprofessional positions with personnel possessing a range of educational achievement, including college degrees, associate library degrees, and participation in library intern programs. Many position descriptions include requirements for clerical skills and in some instances, a degree of competency in such areas as foreign languages, art, and audiovisual production. Survey responses indicate a trend toward reclassification of these personnel to create either a new scheme offering opportunities for advancement, or by a refining of existing schemes. Originally prepared in 1975 and updated in 1978, the kit contains 10 documents: 4 classification scheme descriptions, 5 position descriptions, and 1 example of a staff orientation program. (THC)

ED 251 080 IR 050 902

Private Foundations. SPEC Kit 22.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Nov 75

NOTE- 150p.; Portions may be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Libraries; *Grants; *Grantsmanship; Higher Education; Library Research; *Philanthropic Foundations; Private Financial Support; Program Proposals; *Proposal Writing; *Research Libraries

Because of the variety in the nature and interests of foundations, policy was being developed, with limited funds as a major incentive for committing unwritten collection policies to paper in the hope of distributing those funds more equitably and efficiently. This collection of library documents focuses on the various criteria used by ARL libraries to develop and build collections. The kit contains documents on planning for a collection development policy from University of Rochester and University of Western Ontario; and policy statements from Joint University Libraries, Yale University, University of Houston, Arizona State, State University of Iowa, University of Michigan, Boston University, Northwestern University, and University of Texas. The introduction provides a concise summary of trends and issues related to collection development policies which covers purposes of collection development policies, pros and cons of policies, and policy statements for selected areas. (THC)

ED 251 095 IR 050 917

Remote Storage. SPEC Kit 39.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 77
NOTE- 167p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Costs; Higher Education; Library Facilities; *Library Materials; Library Personnel; *Library Planning; Library Services; Library Surveys; Methods; *Research Libraries; Selection; Storage
IDENTIFIERS- *Book Storage; *Library Procedures

A 1977 Association of Research Libraries (ARL) survey gathered information and documentation on remote storage for selected library materials, including type and size of facilities, selection processes for transferring materials, operating procedures, and record-changing activities. A summary of the survey results included in this kit reports findings on facilities, characteristics of compact storage collections, selection of materials, public services, and staffing and costs. The kit also contains: (1) general information and descriptions from The Council on Library Resources and University of California at Berkeley; (2)

Methods; Higher Education; Job Performance; *Library Personnel; Library Standards; *Personnel Evaluation; Research Libraries
IDENTIFIERS- *Performance Appraisal

This Systems and Procedures Exchange Center (SPEC) collection of library documents illustrates approaches to and techniques of performance appraisal used in Association of Research Libraries (ARL) libraries. Included are (1) performance appraisal forms, policies, and procedures from Stanford University, University Library Council, Louisiana State University, University of California-Berkeley, University of Nebraska-Lincoln, Iowa State University, and University of Chicago; (2) forms and instructions for the evaluation of supervisors from University of Texas, University of Nebraska-Lincoln, University of Kentucky, and Washington University; (3) guides and forms used in training supervisors in performance appraisal methodology, from Yale University and the University of Connecticut; and (4) a proposed plan for a performance appraisal system from Michigan State University. The collection is introduced by a concise summary of the results of a 1979 telephone survey of selected ARL member libraries, including the orientation of new approaches to performance review toward contributions to organizational goals, opening the lines of communication between supervisors and employees, and staff development. A brief discussion of needs and trends is included. (THC)

ED 251 109 IR 050 931

Internal Communication: Policies and Procedures. SPEC Kit 54.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- May 79
NOTE- 109p.; For related documents, see IR 050 932-933.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Communication (Thought Transfer); *Communication Research; Employer Employee Relationship; Higher Education; *Library Personnel; Methods; Newsletters; *Organizational Communication; Position Papers; Questionnaires; *Research Libraries

In the spring of 1979, the Systems and Procedures Exchange Center was to determine the extent to which patrons used and were satisfied with library services, to identify areas for improvement, and to gather data for university self-study use. In addition to evaluating the findings of the 1983 survey, the results of the two surveys are compared. In the 1983 survey, 899 questionnaires were distributed randomly to every 10th person entering the library during regular business hours for one week. Of the surveys distributed, 643 (71.5%) provided useable responses. Statistics and commentary are provided for each of the survey's seven question headings: (1) users by status; (2) users by college; (3) reasons for visiting the library; (4) success in locating specific publications; (5) adequacy of staff; (6) evaluation of staff; and (7) suggestions for improvement. A copy of the survey instrument is included. (THC)

JC

ED 251 123 JC 830 023

Sachs, Steven Mark
The Law, Policy, and Politics of Formal Hypnosis in the Public Community College Classroom.
PUB DATE- Dec 82
NOTE- 32p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrator Attitudes; *Classroom Techniques; Community Colleges; Educational Legislation; *Educational Policy; *Hypnosis; *Learning Activities; Two Year Colleges

Information from printed sources, legal documents, and interviews with community college administrators formed the basis of an investigation of the legal, policy, and political implications of the use of formal hypnosis as an instructional augmentation in the community college classroom. Study findings included the following: (1) no formal policy exclusively tied to the use of hypnosis was found; (2) available informal policies implied general acceptance

SPONS. AGENCY- North Carolina State Dept. of Community Colleges. Div. of Planning and Research Services.
PUB DATE- Oct 84
NOTE- 155p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Administrator Role; Change Strategies; *College Administration; College Curriculum; *College Planning; *Community Colleges; Computers; *Educational Change; Educational Technology; Financial Support; Fund Raising; Governance; Leadership; School Community Relationship; Two Year Colleges

Developed as a result of the North Carolina Community College President's Leadership Institute, this volume discusses the successful use of selected adaptive strategies to enhance community college effectiveness. Following information on the Institute and an overview of the volume, most of the remaining chapters review the work of prominent researchers and noted practitioners, brought together by the Institute to discuss both theory and practical experience in the diagnosis and evaluation of existing problems in the practice setting. The individual chapters in this volume present a synthesis and review of the Institutes' sessions; the chapters are: (1) "Strategic Planning: Ensuring Institutional Vitality" (Resource persons: George Keller and Byron McClenney; Reviewers: William J. Starling and John M. Duncan); (2) "Governance: Structure, Style, and Finance" (Resource persons: Richard C. Richardson, Jr. and George B. Vaughn; Reviewers: Charles E. Taylor, Jr. and Thomas B. Anderson); (3) "Leadership and the Curriculum" (Resource Persons: John E. Roueche and Thomas E. Barton, Jr.; Reviewer: Robert M. Stivender); (4) "Human Resource Development" (Resource Persons: James O. Hammons and James L. Hudgins; Reviewer: John T. German); (5) "Computers and Telecommunications" (Resource Persons: Louis W. Bender and Carl Christian Anderson; Reviewers: Thomas R. Rickman and Augusta A. Julian); (6) "Resource Development and Marketing" (Resource Persons: Barbara J. Keener and John T. Blong; Reviewer: Sylvia T. Pierce; and (7) "Institutional Impact and Image" (Resource Person: Richard L. Alfred; Reviewer: Pamela D. Grey). "Challenges, Adaptive Strategies and Competencies for the Future," presents concluding remarks by Dale F. Campbell. Appendices provide relevant resources. (LAL)

ED 251 137 JC 840 593

and enrollments; and vocational education. Section I presents a statement of the philosophy of the community college system, delineates the board's expenditures during the year, and indicates the number of teaching certificates issued. Section II contains a directory, providing information on the state's 9 community college districts, 15 colleges, 3 skill centers, and 27 campuses; and includes a staffing profile for each district. Section III presents financial data, including information on income and expenditures, sources and disposition of funds, current operating expenditures, analysis of state aid income, cost and income factors, state aid to community colleges, and indebtedness and investment. Section IV provides enrollment data, focusing on the districts' full-time student equivalency history; student demographics; degrees and certificates awarded; credit hours; and off-campus and non-credit enrollment. Section V provides statistics on vocational education by college and program area, describes new and special projects, and concludes with a matrix showing all curriculum offerings at each of the community colleges. (HB)

ED 251 151 JC 840 617

DeHart, A. Robert
In Search of Excellence--For Ordinary People. Parts 1 and 2 . Innovation Abstracts, Volume VI, Numbers 22 and 32.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 16 Nov 84
NOTE- 6p.
AVAILABLE FROM- National Institute for Staff and Organizational Development, EDB 348, The University of Texas at Austin, Austin, TX 78712 ($35.00 per yearly subscription).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *Community Colleges; *Delivery Systems; Educational Attitudes; *Educational Change; *Educational Quality; *Lifelong Learning; Two Year Colleges

"In Search of Excellence," by Peters and Waterman identifies one characteristic of corporate excellence as "unusual effort on the part of apparently ordinary employees." The community college has many students who fit into the category of "ordinary people." Their

DESCRIPTORS- Age; Class Size; *College Faculty; Community Colleges; Day Students; *Enrollment Trends; Evening Students; Full Time Equivalency; *Institutional Characteristics; Minority Groups; Multicampus Districts; School Personnel; Two Year Colleges; *Two Year College Students

This 1984-85 fact book for Milwaukee Area Technical College (MATC) presents data on institutional characteristics, faculty and staff, full-time equivalent enrollments, student characteristics, and facilities for the MATC district and each of the college campuses. Highlights derived from an analysis of data and trends include the following: (1) first semester day headcount enrollment decreased from a reported 16,031 in 1983-84 to 15,007 in 1984-85; (2) first semester evening headcount enrollment decreased from 24,888 in 1983-84 to 23,545 in 1984-85; (3) associate degree fall headcount enrollment decreased from an all-time high of 14,621 in 1983-84 to 14,064 in 1984-85; (4) college-parallel fall day and evening total headcount enrollments increased to 2,387 in 1984-85 from 2,370 in 1983-84; (5) changes in enrollment over the past 5 years were attributed primarily to large increases in associate degree students; (6) a change in the course numbering and state codes of apprentice-level courses resulted in large decreases in the apprentice category in 1983-84; (7) in fall 1984, 52.72% of the day students and 62.88% of the evening students were female; (8) MATC's 1984 day headcount enrollment was 23.26% Black, 2.50% Hispanic, 2.86% Asian, and 1.23% Native American, representing increases in all ethnic minority categories; (9) the average class size was 18.61 students in 1984-85; and (10) the median age of faculty was 47 years. (HB)

ED 251 165 JC 850 016

The Strategic Plan of the Minnesota Community College System.
Minnesota State Community Coll. Board, St. Paul.
PUB DATE- 84
NOTE- 250p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Planning; *College Role; *Community Colleges; Educational History; Enrollment Projections; Enrollment Trends; Futures (of Society); *Long Range Planning; *Statewide Planning; Student Characteristics; Two Year Colleges; Two Year College

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational Innovation; *Microcomputers; *Play; *Young Children
IDENTIFIERS- *Computer Uses in Education; Conceptual Frameworks; Piagetian Theory; *Symbolic Play

Viewing computers in various forms as developmentally appropriate objects for children, this discussion provides a framework for integrating conceptions of computers and conceptions of play. Several instances are cited from the literature in which explicit analogies have been made between computers and playthings or play environments. Subsequently, computers are considered with regard to three qualities or dimensions of playthings: responsiveness, complexity, and versatility. Play in this context refers to assimilative activity characterized by intrinsic motivation, internal locus of control, and internal reality--in other words, activity that proceeds by relaxation of the effort at adaptation. From this perspective, the role of computers in children's play is discussed in terms of Piaget's classification of the structures of play as they arise ontogenetically: practice play, symbolic play, and games with rules. It is concluded that, in early childhood education settings, there is no more inherent conflict in providing young children with computers as playthings than there is in providing them with conventional playthings. (RH)

ED 251 179 PS 014 688

Kohnstamm, Geldolph A.
Bates' Infant Characteristics Questionnaire (ICQ) in the Netherlands.
PUB DATE- Apr 84
NOTE- 45p.; Document may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cross Cultural Studies; *Dutch Culture; Factor Analysis; *Infants; Language Acquisition; *Mothers; Neurosis; *Parent Attitudes; *Personality; Questionnaires; Test Reliability; *Toddlers
IDENTIFIERS- Belgium; Infant Characteristics Questionnaire (Bates); *Netherlands

DESCRIPTORS- *Adults; *Age Differences; Birth Rate; Blacks; Census Figures; *Cohort Analysis; *Females; Hispanic Americans; Marriage; *Population Trends; Tables (Data); Unwed Mothers; Whites
IDENTIFIERS- *Birth Spacing; *Census Bureau Current Population Survey; United States

Based on marriage and fertility histories obtained in the June 1980 Current Population Survey (CPS), this report presents a detailed fertility history for women born since 1905. By categorizing these women according to the period of their birth, their marriage, or their child's birth, it is possible to examine the timing patterns of childbearing for women in various time periods. The analysis includes information on (1) cohort fertility; (2) out-of-wedlock childbearing; (3) childspacing and delayed childbirth (including information on educational differences); (4) reliability of the CPS data; and (5) related reports and a public use file published by the Bureau of the Census. The text of the analysis includes 6 charts and 6 tables; in addition, 11 detailed tables provide statistics on White, Black, and Hispanic women. Appendices include definitions and explanations of terms and the CPS June 1980 Supplemental Questionnaire on this topic. (CB)

ED 251 193 PS 014 727

Children, Youth, and Families in the Southwest. Hearing before the Select Committee on Children, Youth, and Families, House of Representatives, Ninety-Eighth Congress, First Session (Santa Ana, California, December 7, 1983).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 84
NOTE- 267p.; Contains many pages of small print that may be marginally legible. For related documents, see ED 248 966, ED 248 982, ED 250 107, and PS 014 493.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-07005948-6, $6.50).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Adoption; American Indians; Blacks; Budgeting; *Children; Day Care; Disabilities; Drug Abuse; *Family Problems; Family Violence; Federal Legislation; Hearings; Hispanic Americans; Immigrants; Indochinese; Medical Services; Mental Disorders; Nutrition; Retrenchment; *Social Problems; Social

ED 251 206 PS 014 740

Coordinated Approach to Investigations and Information-Sharing. Final Report: Innovations in Protective Services, September 1, 1982 through August 31, 1984.

Texas State Dept. of Human Resources, Austin. Office of Programs.

PUB DATE- 30 Sep 84

NOTE- 20p.; For related documents, see PS 014 738-743.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)

DESCRIPTORS- *Child Abuse; *Child Neglect; *Crisis Intervention; *Guidelines; Institutional Environment; *Institutions; *Investigations; Reports; State Legislation; State Programs

IDENTIFIERS- *Child Protective Services; Texas

The Coordinated Approach to Investigations and Information-Sharing (CAIIS) Project conducted research to clarify roles and responsibilities for investigating child abuse and neglect in 24-hour facilities. The goal of the project was to develop, refine, and disseminate model guidelines for investigating institutional child abuse and neglect reports in Texas. A pilot test was planned in which reporting forms were to be completed before and after a six month period of using the model guidelines in two regions. The data collected during the pilot test failed to substantiate high levels of compliance with the requirements of the model guidelines, partly due to shortcomings in the implementation of the project. Some positive impact was found on the reporting of abuses, but not on investigations. Investigation procedures of the Texas Youth Council, Texas School for the Deaf, and the Office of Youth Care Investigations are outlined as these agencies reportedly implemented the guidelines. Although the model guidelines were not formally validated, they were later adopted by all child-caring agencies in Texas. The evaluation makes recommendations, including statutory and regulatory changes, to correct fragmentation of reporting procedures that may affect levels of protection of children in 24-hour care facilities.(Author/CB)

ED 251 207 PS 014 741

Foster Child Advocate Services Project. Final Report: Innovations In Protective Services, September 1, 1982 through August 31, 1984.

receive more support from formal social services, but they also receive more help from their kin. Maternal responsivity is influenced by the mental age of the child. In contrast, affective responses are not linked to mental age, but are related to at-risk status. Mothers of handicapped infants exhibit less positive affect and are less responsive to their child's smiling than are mothers of nonhandicapped infants. Given this complex of findings, it might be expected that maternal behavior or network composition would influence affective development and peer-oriented interactions in the at-risk or handicapped child more than would cognitive functioning. Individual differences in maternal affect or in network composition might predict later social competency; studies are needed to investigate specific links between social and affective features of the environment and the child's later social competence. (RH)

ED 251 221 PS 014 756

Recruitment & Selection of Staff: A Guide for Managers of Preschool & Child Care Programs.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.

REPORT NO.- DHHS-OHDS-85-31191
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Block Grants; Child Abuse; *Child Caregivers; Child Neglect; *Day Care; Early Childhood Education; Guidelines; *Personnel Selection; *Preschool Teachers; Regional Programs; Social Services; *Teacher Recruitment
IDENTIFIERS- Monitoring; Screening Procedures

Intended for managers of child care programs, this brochure lists the basic components of a clearly defined personnel policy. The guide is based on the personnel practices and experiences of more than 1,200 Head Start programs serving over 442,000 children nationwide. Emphasis is given to staff recruitment, screening, and the selection process. Guidance is also briefly provided in the area of policies related to child abuse and neglect, and suggestions are offered on monitoring new staff performance. Also included in the brochure is a list of social services block grant year later) the whole group of directors showed a slight, but statistically significant increase in their positive attitudes toward collaboration. Perhaps as a result of problems with the survey questionnaire, results did not suggest that the intervention itself had any positive impact on directors' perceptions. The telephone survey script and interview questionnaire are included. (CB)

ED 251 235 PS 014 775

Stafford, Beth G.; And Others
A Review of Literature on Coordination, An Annotated Bibliography, and A Survey of Other Collaborative Efforts. A Product of the CARE Linkages Project.
Tennessee Children's Services Commission, Nashville.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Jun 84
NOTE- 45p.; For related documents, see PS 014 772-774.
GRANT- ACYF-90CW685/01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agency Cooperation; Annotated Bibliographies; *Coordination; Day Care; Early Childhood Education; History; *Institutional Cooperation; Models; Nursery Schools; *Preschool Education; Questionnaires; *Social Agencies; Statewide Planning; Surveys; Theories
IDENTIFIERS- *CARE Linkages Project; *Tennessee

One of four volumes regarding the CARE (Children's Agencies, Resources, Etc.) Linkages Project in Tennessee, this document contains (1) a review of literature concerning collaboration among social agencies; (2) an annotated bibliography of publications gathered during the literature review; and (3) a summary of the results of telephone surveys made of other interagency collaborative efforts. Section 1, the literature review, covers the historical development of coordination among social agencies in the United States, theories of coordination, and various collaborative models. It also describes research concerning factors that encourage or discourage collaboration, the collaborative process, and the benefits resulting from collaboration. Section 2, the annotated bibliography, is organized according to the following

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Certification; *Competence; *Disabilities; Evaluation Methods; *Speech Therapy; *Therapists
IDENTIFIERS- *Georgia

This final report documents the achievements of the State of Georgia Department of Education Speech-Language Pathology Assessment Project (SPAP), which examined competencies needed by school speech-language pathologists and developed the Speech-Language Pathology Assessment Instrument (SPAI) to assess those competencies. Trainees, instructed in SPAI data collection, assessed competencies of speech-language pathologists (SLPs) during a therapy session. Other project activities concerned SLP certification and efforts to revise the SPAI. Appendixes, which make up the bulk of the report, include information on the traininig conference and on minimum performance levels for certification. (CL)

ED 250 851 EC 170 886

Bigelow, Carole J.
A Study of the Comparative Achievement of Academically Gifted, Intermediate Grade Students in a Five-Day per Week and a One-Day per Week Program.
PUB DATE- Dec 83
NOTE- 240p.; Master's Thesis, University of Delaware. Appendixes AA-DD were removed by author and were not included in the document as received by ERIC.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Gifted; Intermediate Grades; Time Factors (Learning)

The study investigated comparable achievement of 75 academically gifted students (grades 4-6) in a self-contained 5-day per week class with 148 gifted students (grades 4-6) in a 1-day per week gifted program. The Ross Test of Higher Cognitive Processes measured higher cognitive skills in a pre- and post-test design, and the California Achievement Test measured growth in basic skills. In addition, teachers and administrators were interviewed, and parents and students completed questionnaires about the programs. Results revealed that Ss in the 5-day per week program

ED 250 866 EC 171 103

Myers, Florence L.; Wall, Meryl J.
Language-Based Therapy for Young Child Stutterers: Rationale and Techniques.
PUB DATE- Nov 83
NOTE- 29p.; Paper presented at the Annual Convention of the American Speech, Language, and Hearing Association (Cincinnati, OH, November 15-19, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Generalization; Intervention; *Language Acquisition; *Psycholinguistics; Speech Improvement; *Speech Therapy; *Stuttering; *Teaching Methods; Therapy

A three-factor model for the management of early childhood stuttering is proposed that takes into account stuttering's psychosocial, psycholinguistic, and physiological aspects. The primary focus of the present article is the psycholinguistic factor. To this end, a rationale for the use of language-based therapy is presented, together with specific techniques for carrying out such a therapy. Guidelines are offered regarding the following aspects (sample suggestions in parentheses): the physical setting (a low-structured setting for the very young stutterer), the linguistic setting (careful use of questions), the sequencing of linguistic events in therapy (beginning with brief, one or two-word utterances), and pragmatic aspects of therapy (assisting the child to generalize fluency and controls in situations especially difficult for the child). (CL)

ED 250 867 EC 171 104

Gallagher, Robert; And Others
Keystone Adaptive Behavior Profile Manual. Revised.
Keystone Area Education, Elkader, Iowa.
PUB DATE- Oct 83
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

"Technology Trends in Special Education" (C. Blaschke) deals with microcomputer use, telecommunicaton systems, videodiscs communication aids and adaptive devices, and makes projections for instructional and administrative applications. A synopsis of the symposium presentations addresses five topics: evaluation of computer assisted instruction and computer managed instruction, use of existing technology in applied research settings, design and measurement issues related to CAI evaluation in special education, long-term potential applications and advanced technologies in special education, and research in other federal agencies. Five conference papers are then presented: "Issues and Problems in Devising a Research Agenda for Special Education and Technology" (G. Bracey); "Macro Research on Technology: Micro-Research on Education" (F. Roberts); "Expert Systems: Their Potential Roles within Education" (M. Colbourn); and "Robots and Special Education: The Robot as Extention of Self" (D. K. Kimbler). (CL)

ED 250 882 EC 171 119

Lee, Marjorie; Johns, Beverly
Special Education from the Parents' Point of View.
Illinois Alliance for Exceptional Children and Adults, Champaign, IL.
SPONS. AGENCY- Department of Education, Washington, DC.; Illinois State Board of Education, Springfield.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; Parent Materials; *Parent Participation; *Parent Role; *Parent School Relationship; *Special Education; State Legislation; Student Placement

The booklet is designed to emphasize in simple terms the important points of the federal and state (Illinois) law related to special education. The following topics are covered: special education parents (parent role); parent-school partnerships (parent training); mandates for special education; individualized education programs (content, development); least restrictive environment; conflict resolution procedures (mediation); due process (hearing, state-level reviews); completion of high school programs; preparation for the transition to adult life (state resources); and

individual rights, and community program capacity) is addressed in terms of consequences, solution strategies, and conclusions. Recommendations include increased funding to expand local services, cost-sharing between state and local community, and increased planning efforts geared to developing integrated community-based services. (CL)

ED 250 898 EC 171 136

Hitzing, Wade; And Others
Residential Services in Ohio: The Need to Shift from a Facility-Based to a Home-Centered Service System. Position Paper No. 2.
Ohio State Univ., Columbus. Herschel W. Nisonger Center.
SPONS. AGENCY- Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.
PUB DATE- Feb 84
NOTE- 37p.; Funding was also provided by the Ohio Developmental Disabilities Council. Prepared by The Community Services Subcommittee Deinstitutionalization Task Force. For related documents, see EC 171 135-139.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Programs; *Deinstitutionalization (of Disabled); *Developmental Disabilities; Elementary Secondary Education; Group Homes; *Home Programs; Institutions; Models; Program Administration; Program Development; *Residential Programs
IDENTIFIERS- *Ohio

The second in a series of reports by a task force subcommittee on deinstitutionalization of developmentally disabled persons in Ohio, the monograph focuses on residential services. Basic planning principles, reflecting philosophical and legal concepts such as least restrictive alternative, normalization, and respect for human dignity, are reviewed. The next section considers the negative aspects of the continuum of residential services, including the following: (1) such a continuum is highly expensive to implement (most of the resources go to the more restrictive settings); (2) it reinforces and deepens the perception of difference in disabled persons; and (3) such a continuum prohibits development of a truly individualized program in congregated, segregated settings. In contrast to the continuum approach, the report cites advantages of the home-centered approach. Differences between a facility-based

ED 250 912 FL 014 651

Morrison, F.; Pawley, C.
Subjects Taught in French. Evaluation of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education. Part I. Tenth Annual Report, December 1983.

Ottawa Board of Education (Ontario). Research Centre.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- Dec 83
NOTE- 113p.; For related document, see FL 014 652.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Comparative Analysis; Educational History; English; Foreign Countries; *French; Geography; Grade 9; Grade 10; *Language of Instruction; Mathematics; Program Evaluation; Public Schools; Secondary Education; Second Language Instruction
IDENTIFIERS- *Ontario (Ottawa)

Groups taught in English and French in four Ottawa English-language schools were tested for achievement in mathematics and geography in grade 9 and history in grade 10, and the two groups' results were compared. In each subject area the group instructed in French had significantly higher mean scores on the available scholastic aptitude measures than the group instructed in English. Questionnaires administered to students and their teachers yielded opinions about the courses, especially relating to the language of instruction. After adjustments for ability, mathematics achievement was higher for the group instructed in French. Geography achievement was similar for the two groups, but students instructed in French and taking the test in both languages performed better on the English test, and a similar result was found in the grade 10 history test. Item analysis also showed some significant differences related to test language. No significant sex differences were found in mathematics, but ability-adjusted scores in geography and history were higher for boys. On the questionnaire, students taught in French reported bilingual exchanges as their major out-of-school opportunities to speak French. Bilingual students felt better prepared in mathematics than English-taught students but were also higher on aptitude and achievement scores. Students having experienced a change of language of instruction had only brief difficulties with the change. Students taught in French appreciated the exposure to it, but regreted lack of English subject-matter vocabulary. (MSE)

Techniques; Cognitive Development; *Educational Research; Instructional Materials; Language Proficiency; *Language Research; Language Skills; Language Usage; Learning Disabilities; Listening Skills; Literature Reviews; Mathematics Instruction; Parent Attitudes; Parent Participation; Reading Instruction; Science Instruction; Self Esteem; Speech Skills; Student Attitudes; Student Behavior; Student Development; Student Employment; Student Motivation; Study Skills; Teacher Attitudes; Teacher Employment; Teaching Styles; Writing Instruction

A review of 110 studies of bilingualism and bilingual education or related topics focuses on investigations of the effects of bilingual education and bilingualism on the academic and cognitive development of children and young adults. The review is divided into sections covering: speaking; listening; writing and language skills; reading; general language proficiency; language usage; mathematics; science; study skills; cognitive and linguistic strategy and development; self concept; classroom behavior; school attendance; student orientation, attitudes, and motivation; language aptitude; personality; social development; language/learning disabilities; student employment; parent attitudes and involvement; teacher and principal attitudes; teacher employment; instructional materials; teaching styles and methods of instruction; and bilingual education as an intervening or dependent variable. Other bodies of related literature are briefly reviewed, and a concluding summary outlines some major themes and ties them to the theory of language and thought developed by Vygotsky. An annotated reference list and a bibliography of other literature reviews and theoretical works of interest are appended. (MSE)

ED 250 926 FL 014 674

Proctor, Adele; And Others

From English to Creole: Assessing Language Difference and Language Disorder.

PUB DATE- Jul 84

NOTE- 30p.; Paper presented at the International Congress for the Study of Child Language (3rd, Austin, TX, July 8-13, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Child Language; *Creoles; Elementary Secondary Education; *English (Second Language); *Immigrants; *Language Handicaps; *Language Proficiency; Measurement Techniques;

sociolinguistic or syntactic theory exists that is sufficiently well articulated and restricted to deal with the problem of variation in syntax. The most serious issue raised by the problem of syntactic variation concerns the kind of semantic/pragmatic theory on which the foundations of an integrative sociolinguistic theory should be based. Possible approaches to accounting for this variation include seeing the form of grammatical structure through the relationship between (1) the logical structure of utterances and surface syntactic form; (2) perceptual processing and syntactic process; or (3) conversational organization/interaction and syntactic structure. The third approach has the advantage of allowing a perspective on variation in acquisitional and post-creole continua as well as on both diachronic and synchronic variation. (Author/MSE)

ED 250 940 FL 014 697

Sherzer, Joel

Tellings, Retellings, and Tellings Within Tellings: The Structuring and Organization of Narrative in Kuna Indian Discourse. Sociolinguistic Working Paper Number 83.

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jun 81

NOTE- 26p.; Paper presented at the conference "Oralita: Cultura, letteratura, discorso" (Urbino, Italy, July 1980).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indians; Classification; Cultural Context; *Discourse Analysis; *Expressive Language; Foreign Countries; *Language Styles, *Latin Americans; Sociolinguistics; *Story Telling

IDENTIFIERS- *Cuna (Tribe); Panama

A system of classification for tellings and retellings by Panama's Kuna Indians reveals the dimensions of their structure and function, textually, contextually, strategically, and ethnographically. Kuna verbal life can be characterized in terms of three distinct ritual-ceremonial traditions marked by three distinct languages, settings, sets of official actors, and speech events and two basic patterns in the organization and performance of discourse. A constant interaction of poetry and discourse is

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingualism; Cultural Awareness; Curriculum Guides; *Educational Objectives; English; Grade 7; Grade 8; Grade 9; Immigrants; Instructional Materials; Junior High Schools; Literature Appreciation; Mexican Americans; *Native Language Instruction; Public Schools; Reading Skills; Records (Forms); *Spanish; *Spanish Speaking; Speech Skills; *Student Evaluation; *Student Placement

The City of Chicago's curriculum guide for public school Spanish native language instruction in grades 7, 8, and 9 has two sections, one in English and a corresponding one in Spanish. The program is primarily, though not exclusively, oriented toward the large Mexican immigrant community in the city with varied academic skills and experience with the American educational system. The guide consists of: (1) an introductory section discussing the populations to be served and culturally-related characteristics that teachers may encounter in the various populations; (2) a statement of six general program purposes concerning student confidence, appreciation of bilingualism, cultural pride, expressive language skills, reading skills, and appreciation of the Spanish language literary heritage; (3) broad learning objectives for grades 7, 8, and 9, to be refined in the classroom; (4) a sample student evaluation record; (5) a sample student placement test, and (6) sample instructional packets. The last two items appear only in the Spanish section. (MSE)

ED 250 954 FL 014 736

Subject Area Glossary. Arabic-English Vocabulary. Curriculum Bulletin Number 22.
Chicago Board of Education, Ill. Dept. of Curriculum.
PUB DATE- Sep 76
NOTE- 104p.
LANGUAGE- English; Arabic
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Arabic; *Elementary School Curriculum; Elementary Secondary Education; English; English (Second Language); Glossaries; Languages for Special Purposes; Limited English Speaking; *Phonology; *Romanization; *Secondary School Curriculum; *Vocabulary

ED 250 968 HE 017 695

Preparing the Faculty. Faculty Development for the Microcomputing Program.

Drexel Univ., Philadelphia, PA. Microcomputing Program.

PUB DATE- 84

NOTE- 9p.; For related documents, see HE 017 694-697.

AVAILABLE FROM- Drexel University, Microcomputing Program, Office of the Vice President for Academic Affairs, 32nd and Chestnut Streets, Philadelphia, PA 19104.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Planning; *Computer Oriented Programs; Computer Software; *Faculty Development; Higher Education; *Microcomputers; Needs Assessment; *Program Development; Program Implementation; *Teacher Role; *Technical Assistance

IDENTIFIERS- *Drexel University PA

The preparation of Drexel University faculty for the introduction of a microcomputing program is described. Faculty training had to be done on a variety of levels, from basic training in computer operation for the novice to advanced training in highly technical procedures and languages. Maximum faculty participation was sought throughout the planning, training, and implementation stages of the program. Faculty input included specification of university hardware and software needs, identification of vendors, relay of information between program staff and college divisions, and development of faculty training programs. Contents of the faculty introductory course and the topics of additional seminars are identified. Additional information on the introductory seminars, special programs, demonstrations, and a speakers series is provided. Technical assistance and other special resources available on campus are discussed with attention to release time for faculty projects, electronic searches to help faculty locate information, assistance in software design, programming support, services of the university's Software Review Center, exchange of ideas concerning software development efforts, and policy development concerning royalty payments for university-sponsored projects. (SW)

PUB DATE- 11 Oct 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *Computer Assisted Instruction; *Computer Software; *Design Requirements; Higher Education; *Instructional Development; *Models; Program Design; Program Development; Systems Approach

A model for the development of computer-assisted instruction (CAI) is presented for the college classroom teacher. The following common software design models that have been helpful in developing CAI models are briefly reviewed: composite or structural design model, Jackson model, META stepwise refinement model, and higher-order software model. Design principles that encourage the development of good software are also explained--modularity, abstraction, localization, and hiding. The CAI design model is based on the META stepwise refinement model and consists of five phases: problem clarification, system design, blueprinting, CAI synthesis, and documentation development. The problem clarification phase is composed of three tasks: objective development, content research, and narrative synthesis. The purpose of system design is to prepare the instruction for computer coding. Blueprinting involves the development of a detailed description of the CAI from frame to frame and function to function. This phase involves two stages of development: frame development and frame design. CAI synthesis refers to the actual encoding of the computer, along with debugging and evaluation. Finally, documentation involves the development of manuals and technical data. (SW)

ED 250 983 HE 017 835

Dixon, Terry
A Personal Application of Learning Theory to the Design of Computer Assisted Instruction in Higher Education.
PUB DATE- 5 Nov 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *Computer Assisted Instruction; *Computer Software; Course Content; *Design Requirements; Educational Objectives; Higher Education; *Instructional

DESCRIPTORS- Certification; *Clinical Experience; Credentials; Higher Education; *Internship Programs; Interprofessional Relationship; Patients; Postdoctoral Education; Primary Health Care; *Psychologists; *Teaching Hospitals

Benefits of hospital-based internship and residency programs for training psychologists are discussed, along with issues concerning licensing or certification. In hospitals, interns and residents are exposed to unusual and diverse forms of physical and mental pathology, as well as contact with a diverse patient population crossing all ages, racial groups, and ethnic origins. The hospital setting also provides the opportunity to work with a variety of other specialists. Internships are the one-year predoctoral experience, while the residency is a year more of postdoctoral experience in a health care delivery setting. The internship must stress not only assessment of psychiatric patients and mental health psychotherapy, but also provide experiences in bedside consultation, construction of nursing care plans, behavior modification, and patterns of intervention on "psychologically well" populations. This group would comprise surgical patients and medically ill patients who need support in complying with treatment. A license or certification by a state is necessary for hospital-based practice. In addition, ethical standards dictate adequate preparation for psychologists before beginning hospital-based practice. (SW)

ED 250 997 HE 017 852

Guidelines for College and University Linkages Abroad.

American Council on Education, Washington, DC. Div. of International Education.

PUB DATE- Jun 84

NOTE- 24p.

AVAILABLE FROM- American Council on Education, Div. of International Education, 11 Dupont Circle, Suite 300, Washington, D.C. 20036 ($2.00 single copy; $1.00 for 5 or more).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Cooperative Programs; Foreign Countries; Guidelines; Higher Education; Information Sources; *Intercollegiate Cooperation; *International Educational Exchange; Professional reduce the delinquency rate in the Health Professions and Nursing Student Loan programs are described. The following activities have been implemented: provision of technical assistance to schools, modifications of the loan program regulations, proposed legislative amendments, liaison with financial aid and fiscal officers to update them on regulation/legislation changes and program policy, a revision of "Student Financial Aid Guidelines," and identification of federal employees who have delinquent student loans. The Annual Operating Report for the period ending June 30, 1983, was revised to reflect changes in new regulations and program policy and to monitor more closely the progress of schools in their efforts to lower delinquency rates. DHHS is unwilling to impose on schools the penalty provided for them in the current regulations, until a policy decision is made as to how the delinquency rate will be calculated. Data are presented that show dollar delinquency rates in 1981 and 1982 when a loan was delinquent if a payment was 90 or more days overdue, and in 1983 when a loan was delinquent if a payment was 60 or more days overdue. The data indicate that considerable progress among the schools has been made in reducing their loan delinquency rates. (SW)

ED 251 011 HE 017 872

The Humanities and Careers in Business. Proceedings of a Conference Sponsored by the Association of American Colleges and the National Endowment for the Humanities (Princeton, New Jersey, April 27-29, 1983).

Association of American Colleges, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Apr 83

NOTE- 21p.; For related documents, see HE 017 873-879.

AVAILABLE FROM- Office of National Affairs, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Business; *Career Planning; College Instruction; Cooperative Programs; *Education Work Relationship; *Employment Practices; Higher Education; *Humanities; Internship Programs; *Liberal Arts; School Business Relationship

Links between the humanities and careers in business are addressed in proceedings of a 1983 conference, which was attended by leaders from the corporate and academic worlds. Included are by local governments, (3) costs incurred by local businesses and governments due to the existence of the college; and (4) the number of local jobs attributable to the presence of the college. A model was used to estimate the magnitude of the short-run impact of the college over a given time period (the fiscal year 1982-1983). In addition to estimating income and expenditure multipliers for the local economy, an employment multiplier was estimated to project the number of local jobs resulting from the presence of the college. It was estimated that the total direct and indirect impact of the expenditures by the school, its students, and employees was over 15 million dollars for 1982-1983. These expenditures provided support for an estimated 960 jobs. Appendices include: student and employee questionnaires, statistical findings, and information on calculating the income multiplier and the employment multiplier. (SW)

ED 251 025 HE 017 890

Wilson, Robert A., Ed.

Allocating and Reallocating Financial Resources in an Environment of Fiscal Stress. Topical Paper No. 24. Selected Proceedings of the Annual Conference on Higher Education (9th, Center for the Study of Higher Education, University of Arizona, Tucson, May 1984).

Arizona Univ., Tucson. Center for the Study of Higher Education.

SPONS. AGENCY- National Association of Coll. and Univ. Business Officers, Washington, D.C.; National Center for Higher Education Management Systems, Boulder, Colo.

PUB DATE- May 84

NOTE- 42p.; For related documents, see HE 017 891-892.

AVAILABLE FROM- University of Arizona, Center for the Study of Higher Education, 1415 North Fremont, Tucson, AZ 85719 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Budgeting; *College Planning; Community Colleges; Decision Making; Economic Factors; Enrollment Trends; Financial Policy; *Financial Problems; Higher Education; *Resource Allocation; *Retrenchment; State Universities

IDENTIFIERS- *California State University; *Seattle Community College District WA

Resource allocation and reallocation strategies for colleges who have financial problems are considered in three articles based on presentations to a national conference at the University of duration and registration of a license, practice and regulation of the profession, supervision by the Board of Regents, administration by the Education Department, definitions of professional misconduct, proceedings in cases of professional misconduct, penalties for professional misconduct, and unauthorized acts. Additional concerns that are covered by the law include: registering and operating establishments; identification of pharmacists; seizure; shipment records; adulterating, misbranding and substituting; wrongful labeling; new drugs; certification of coal-tar colors for drugs and cosmetics; examinations and investigations; and factory inspection. Rules of the Board of Regents cover disciplinary proceedings, determination of good moral character in the professions, and unprofessional conduct. The regulations of the Commissioner of Education cover concerns such as educational requirements, experience, licensing examinations, and limited permits. Appendices include a list of New York State colleges of pharmacy. (SW)

ED 251 039 HE 017 904

Holman, E. Riley
The Mentor: Who Encourages the Creative Person?
PUB DATE- Feb 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (7th, West Palm Beach, FL, February 9-12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; *Family Influence; Helping Relationship; Higher Education; Interpersonal Relationship; *Mentors; Parent Influence; *Significant Others; *Teacher Influence; *Teacher Student Relationship

The kinds of persons the creative person sees as mentors and the roles mentors play in helping the creative person achieve his/her creative endeavors were studied. Ninety adults (40 males and 50 females) were identified as creative by graduate students registered for a course entitled "Creativity: Gifted and Talented." The adults ranged in age from young adults to retired persons. The creative adults were interviewed by the graduate students. Particular emphasis was placed on determining who was helpful in the adults' pursuit of creative endeavors, and the forces that

Analysis.
PUB DATE- Oct 84
NOTE- 34p.; Paper presented at the Conference on Postsecondary Education sponsored by the Association for the Study of Higher Education and the American Educational Research Association Division J (San Francisco, CA, October 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; College Instruction; *Developing Institutions; Endowment Funds; *Expenditures; *Federal Aid; Government School Relationship; Grants; Higher Education; *Income; Institutional Characteristics; *Private Colleges; Research; Resource Allocation; School Funds; Tuition; Two Year Colleges
IDENTIFIERS- *Institutional Survival

The impact of federal funds on private, historically black institutions was studied. The focus was whether funding under Title III of the Higher Education Act of 1965 made a difference to the survival or stability of 45 four-year and 5 two-year colleges. The following information was used to analyze fiscal years (FY) 1977 and 1982: current funds revenues, tuition and fees (amount/percent), Title III (amount/percent of federal), endowment, enrollment, current funds expenditures, instruction (amount/percent), and research (amount/percent). Title III funding was received for an average of 12 years by the 50 institutions. All of the sample, except one, were located in the Southeast United States. During FY 1977, the institutions averaged slightly over $4 million in current funds revenues. The institutions received an average of 24 percent of their revenues from the federal government. As part of the federal share of the current funds revenues, 44 percent was Title III funding. The federal shares did not include student financial aid. The institutions had an average endowment of over $265,000. In FY 1982 the average current funds revenues were over $7 million. Also the endowment average was over $4 million. (SW)

ED 251 053 HE 017 919

Slawski, Carl
Learning versus Rating Teaching.
PUB DATE- 29 Oct 84
NOTE- 71p.; Paper presented at the Conference on Postsecondary

NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Personnel; Library Surveys; Occupational Information; Personnel Directors; *Personnel Management; *Personnel Policy; *Research Libraries; *Staff Development
IDENTIFIERS- Association of Research Libraries

This kit on personnel organization in member libraries of the Association of Research Libraries (ARL) is a revised and updated version of a 1973 kit. In the past, personnel functions within libraries were often carried out through the parent institutions' personnel offices in conjunction with existing administrative offices of the libraries. However, results of the 1977 SPEC (Systems and Procedures Exchange Center) survey indicate a definite movement toward organizing the array of personnel functions within a library personnel office. Of the 55 libraries that responded to the survey, 24 (44%) indicated a minimum of one full-time staff member responsible solely for the library's personnel program. An additional six libraries (11%) indicated that they expected to create a personnel position in the near future. The kit contains the following: an Office of Management Studies listing of staff development officers at ARL libraries; seven position and personnel office descriptions (six for specific academic libraries and one for the Library of Congress); and a committee report defining the duties and qualifications of the chief personnel officer of a university library. Study results indicate that some offices are primarily involved in record-keeping activities and coordination with university personnel offices, while others are involved in policy-making, staff development program design, and ombudsman-like activities. (THC)

ED 251 067 IR 050 889

Friends of the Library. SPEC Kit 6.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- 77
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

libraries often seek an understanding of several foundations' interests, funding history, future plans, and strategies in terms of their own needs before approaching a single foundation. A review of foundation giving within the past few years shows that construction and expansion of facilities, the development of special collections, microfilm conversion, cooperative endeavors, and the publication of indexes, catalogs, and bibliographies, have received the most attention from foundations. The kit contains the following 12 documents: (1) selected portions of The Foundation Center Annual Report; (2) Listing of Foundation Center National and Regional Collections; (3) How to Find Facts on Foundations; (4) Foundation Center Associates Program; (5) Guidelines for Getting a Grant; (6) What Makes a Good Proposal? (7) What Will a Foundation Look for When You Submit a Grant Proposal? (8) Summary of Data Concerning Selected Foundations Which Have Contributed to Libraries since 1972; and selected portions of annual reports from (9) The Kresge Foundation; (10) The Andrew W. Mellon Foundation; (11) The Rockefeller Brothers Foundation; and (12) The Tinker Foundation. (THC)

ED 251 081 IR 050 903

Grievance Procedures. SPEC Kit 23.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Apr 78
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Libraries; Committees; *Grievance Procedures; Higher Education; Library Personnel; *Library Technicians; Ombudsmen; *Personnel Management; Position Papers; *Professional Personnel; *Research Libraries

This collection of grievance procedures from member libraries of the Association of Research Libraries (ARL) contains: (1) documents on committee approaches to grievances from University of British Columbia, Center for Research Libraries, University of Connecticut, Harvard University, Michigan State University, and University of Nebraska; (2) grievance procedures from Princeton University (for both professional and support staff), Purdue University, Washington University, McGill University, Ohio State University, and planning documents from Washington University, Princeton University, and Cornell University; (3) general procedures documents from Princeton University, University of Pittsburgh, Washington University, and McMaster University; (4) selection procedures documents from University of California at Davis, Cornell University, and Washington State University; and (5) a retrieval procedures document from Pittsburgh University. The introduction provides a concise summary of issues and trends related to remote storage which covers general advantages and disadvantages, physical facilities, bibliographic records and choice of stored materials, and user access. (THC)

ED 251 096 IR 050 918

Skills Training. SPEC Kit 40.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 78
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Guidelines; Higher Education; Job Skills; *Job Training; *Library Personnel; Library Surveys; *Library Technical Processes; *Library Technicians; Research Libraries; Skill Development; *Training Methods

A 1977 Association of Research Libraries (ARL) survey investigated how libraries were training personnel for routine tasks. Of the 73 responding libraries, more than 75% (58) reported that manuals and procedural guides, along with on-the-job training, were the main methods of instruction for technical skills. Accordingly, this kit on skills training in ARL libraries contains 11 documents from member libraries grouped in 3 clusters: (1) manuals/procedures: on bibliographic searches from Texas A&M, circulation procedures from University of Tennessee/Knoxville, periodicals processing from Syracuse University, emergency procedures from Pennsylvania State University, and interlibrary loans from University of Wisconsin/Madison; (2) trainers' guides: on orientation for new reference librarians from University of Georgia, training clerical supervisors from Branch Libraries of the New York Public Library, and filing workshop and evaluation forms from Columbia University, (SPEC) conducted a survey to identify common practices, approaches, and problems related to communication in Association of Research Libraries (ARL) institutions. Survey responses were received from 75 of the 105 ARL libraries; the responses and statistical results are included in this kit, which focuses on centralized library-wide policies and communication downward from top management to staff. A concise summary of the survey is followed by: (1) examples of library policies and procedures from Wayne State University, Northwestern University, and Joint University Libraries; (2) reports and recommendations from Johns Hopkins University, University of Rochester, University of Connecticut, University of California-Los Angeles, Joint University Libraries, Temple University, Purdue University, University of Massachusetts, and Duke University; and (3) a discussion of staff newsletters for libraries and samples of newsletters dealing with communication issues from University of Pennsylvania, Virginia Polytechnic Institute, Joint University Libraries, Florida State University, University of Colorado, McGill University, University of Georgia, Iowa State University, and Rice University. The concise summary that introduces this collection focuses on communication policies, internal publications, staff meetings, and trends and issues. (THC)

ED 251 110 IR 050 932

Internal Communication: Staff and Supervisory Roles. SPEC Kit 55.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jun 79
NOTE- 122p.; For related documents, see IR 050 931-933. Some pages may not reproduce well due to light and broken type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Committees; Competence; Employer Employee Relationship; Evaluation Criteria; Higher Education; *Library Personnel; Methods; Occupational Information; *Organizational Communication; Position Papers; *Professional Development; Research Libraries; *Staff Development; *Staff Role; Supervisory Methods

Based on a spring 1979 survey on communication in Association of Research Libraries (ARL) member institutions, this Systems and of the use of hypnosis as legitimate under specified conditions; (3) a discussion of the politics of applying hypnosis discriminated between hypnosis as a mere tool for instruction (with subject matter being the critical factor) and as a supportable or nonsupportable andragogical technique; (4) subjective reactions to the idea of using hypnosis in the classroom appeared to be modulated by the respondents' level of prior exposure to hypnosis, factual base, and political experiences with the ramifications of hypnosis; and (5) presented with a hypothetical situation of a student grievance following the use of hypnosis, all interviewees indicated that they would undertake a formal investigation of the student's allegations and the conditions under which the hypnosis took place. Based on study findings, recommendations were developed focusing on the locus and content of hypnotic instruction; professionalism and professional training; student knowledge and consent; and academic freedom. (Author/LAL)

ED 251 124 JC 840 331

Davis, Ronald M.
Relevancy and Revitalization: Retaining Quality and Vitality in Two-Year College Mathematics Faculty.
PUB DATE- Jul 84
NOTE- 14p.; Paper presented at the Sloan Foundation Conference on New Directions in Two-Year College Mathematics (Atherton, CA, July 11-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *College Mathematics; Community Colleges; Curriculum Development; Educational Change; Educational Needs; Educational Technology; *Faculty College Relationship; *Faculty Development; Instructional Improvement; *Mathematics Instruction; *Mathematics Teachers; Retraining; Teacher Welfare; Two Year Colleges; Two Year College Students

As mathematics instruction in two-year colleges enters the late 1980's and 1990's, two major concerns will come to the forefront. The first is retraining faculty to ensure the provision of instruction relevant to the needs of two-year college students. Retaining this relevancy involves two aspects: faculty must acquire new knowledge in order to provide instruction in new areas; and faculty must incorporate new approaches, methods, and emphases into

Marcotte, James

Cincinnati Technical College Developmental Education Program.

PUB DATE- Mar 84
NOTE- 49p.; Paper presented at the Annual Conference of the National Association for Remedial/Developmental Studies in Postsecondary Education (8th, Philadelphia, PA, March 8-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Developmental Studies Programs; Grading; Program Descriptions; *Remedial Mathematics; *Remedial Reading; *Technical Institutes; Two Year Colleges; *Writing Instruction
IDENTIFIERS- *Cincinnati Technical College OH

Information is provided on the Developmental Education Program offered at Cincinnati Technical College for students who have been accepted conditionally into one of the health, business, or engineering career programs at the college. Sections I and II outline the rationale for and goals of the developmental education program. Section III describes the objectives of the components of the program; i.e., basic skills assessment and advisement; reading courses; communication skills courses in English grammar, basic writing, and spelling; mathematics courses; and interpersonal skills courses. After section IV outlines the program components, section V discusses the scope of service of the program, focusing on the role of various personnel and the eligibility of students who complete the developmental education program for regular programming. Finally, section VI presents program evaluation data, highlighting a 90% success rate. Attachments include brief descriptions of program courses; a statement of the grading policy for developmental education; detailed course outlines and grading policies; conditional acceptance notifications for the Health Technologies, Business Technologies, and Engineering/Physical Science Technologies Divisions; outlines of the pre-technical curricula for these divisions; and job descriptions for the director of developmental education and developmental education specialists. (LAL)

ED 251 138 JC 840 594

academic performance can be maximized by recognizing their individual differences, and finding solutions to the problems of curriculum, instructional delivery, and specialized student services that currently prevent the needed customizing of education. Some of the new knowledge and technology being introduced into education offers potential for customizing education. The computer, when operating interactively with the student and an instructor, offers a breakthrough toward individualized instruction and should be one of the new technologies to be used as an aid in instructional delivery. Another important challenge facing community colleges is to prepare students for thier futures as lifelong learners. To do so, the colleges must: (1) demonstrate to students their capacity for learning and the lifelong benefits of the skill; (2) help students develop cognitive skills; (3) instill positive attitudes toward and a sense of personal responsibility for learning; and (4) continue to provide multiple learning options. However, the actions of community colleges are often at odds with what has been discovered about individual differences and learning theory; this is so because of the use of the university as a role model and the critical problems with group instruction. This cognitive dissonance must be resolved if community colleges are to be successful in their search for excellence. (LAL)

ED 251 152 JC 840 618

Licata, Christine M.

Post-Tenure Faculty Evaluation in Community Colleges: Anomaly or Reality? Innovation Abstracts, Volume VI, Number 29.

Texas Univ., Austin. National Inst. for Staff and Organizational Development.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.

PUB DATE- 26 Oct 84

NOTE- 4p.

AVAILABLE FROM- National Institute for Staff and Organizational Development, EDB 348, The University of Texas at Austin, Austin, TX 78712 ($35.00 per yearly subscription).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Faculty; Community Colleges; *Evaluation Criteria; *Faculty Evaluation; Personnel Policy; Surveys; *Tenured

Students
IDENTIFIERS- *Minnesota

The outgrowth of a strategic planning process initiated by the Minnesota Community College System (MCCS), this report includes mission and work statements for the system and explains plans for dealing with enrollment fluctuations over the next 10 years. Section I outlines the report's purpose, explains the organization of the strategic plan, and offers an overview of the MCCS, including its history, organization, enrollment, fiscal trends, tuition, admissions and retention policy, student profile, personnel, program offerings, and facilities. Section II focuses on the mission of the MCCS, considering the historical evolution of the community college mission, the MCCS's mission statement, the relationship of the community college mission to other postsecondary missions, and the Higher Education Coordinating Board's Dialog on System Missions. Section III looks at strategic planning in the MCCS in terms of reasons for initiating strategic planning, the strategic planning process, the work statement of the strategic plan, planning assumptions, and trends likely to affect the MCCS during the remainder of the century. After section IV explores the role of cooperation in the MCCS, section V explains how the colleges intend to adjust for enrollment fluctuations, particularly the decrease in postsecondary enrollments expected over the next 10 years. Section VI offers concluding remarks on freedom, opportunity, and community colleges. Relevant data and an analysis of a college closing are appended. (LAL)

PS

ED 251 166 PS 014 481

Maternal and Child Health, FY 1983. Special Report to Congress.
National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

In comparing research conducted in the Netherlands and the United States on parental reports of child behavior, this document reports several studies in which Dutch parents of children ages 3 to 36 months completed a translated version of Bates' Infant Characteristics Questionnaire (ICQ). In the first part of the Dutch study, 7,000 parents responded to the questionnnaire, which was printed in a Dutch magazine distributed in the Netherlands and Belgium. Results suggested that more attention should be paid to changes in parental judgment related to developmental changes in their children. Test-retest reliability of ICQ factors was also examined in some parents' responses to the ICQ six months later. When the factor analyses of Bates' original sample of Indiana parents and one sample of Dutch parents were compared, striking cross-cultural similarities were found. Another analysis found stable factors across age groups. In other Dutch populations, a relationship was found between perceived "difficultness" of infants and maternal scores on neuroticism, but no relationship was found between ICQ scores and children's language development at 3 to 4 years. (CB)

ED 251 180 PS 014 701

Adams, Diane; Strupp, Rhea
School-Age Child Care Parent Survey. Final Report.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age; Community Support; Day Care Centers; Elementary Education; *Employed Parents; Family Day Care; *Parent Attitudes; Questionnaires; *School Age Day Care; School Districts; Surveys
IDENTIFIERS- Latchkey Children; Madison Public Schools WI; Wisconsin

Parents served by the Madison, Wisconsin, Metropolitan School District were surveyed to gather information on parent employment and child care arrangements, and attitudes about the kinds of support that should be made available for school-age children. Also elicited were beliefs about the age when children could be safely left alone. A total of 7,437 questionnaires were distributed to all parents with children in the district's 27 elementary schools; 2,914 forms were returned. All completed surveys were tabulated for 12 schools, and a sample of 20 percent of the surveys was tabulated

Services; Unemployment; Unwed Mothers
IDENTIFIERS- Child Pornography; *Congress 98th; Homeless People; Marine Corps; Status Offenders; *United States (Southwest)

The last in a series of five regional information-gathering hearings, this hearing report presents testimony from concerned citizens and private and public social organizations in California, New Mexico, and Arizona. Information and statistics are given on the following social problems: (1) child sexual abuse and child pornography; (2) infant mortality, immunization, sight and hearing screening, and medical care; (3) working and student parents and the need for child care; (4) education and medical care for the disabled, including those with rare disorders; (5) family violence; (6) alcohol abuse; (7) foster care and adoption; juvenile delinquency and status offenses; (9) treatment for the mentally ill, especially juveniles; (10) the adverse effects of teenage sexual activity, including venereal disease and pregnancy; (11) homelessness; (12) unemployment; and (13) the problems of Hispanics, Blacks, Indochinese immigrants, and American Indians. Suggestions to improve social services include better interagency cooperation and restoration of funding for effective programs. Prepared statements include information on family programs sponsored by the Marine Corps and studies on Hispanic women's access to prenatal care. (CB)

ED 251 194 PS 014 728

Fiene, Richard J.
Child Development Program Evaluation Scale.
PUB DATE- Aug 84
NOTE- 36p.; For related documents, see PS 014 731-733.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Certification; Check Lists; Child Caregivers; Child Development; Classroom Environment; Classroom Observation Techniques; Compliance (Legal); *Day Care Centers; Early Childhood Education; *Educational Quality; *Measurement Techniques; Parents; Physical Environment; Predictor Variables; Rating Scales; Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- *Caregiver Observation Form and Scale; *Child Development Program Evaluation Scale

The Child Development Program Evaluation Scale (CDPES) is actually two scales in one, a licensing scale and a quality scale. Licensing

Texas State Dept. of Human Resources, Austin. Office of Programs.
PUB DATE- 30 Sep 84
NOTE- 31p.; For related documents, see PS 014 738-743.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Advocacy; *Foster Care; Innovation; Objectives; Program Descriptions; *Program Effectiveness; Program Evaluation; Questionnaires; *State Programs; *Volunteers
IDENTIFIERS- Child Protective Services; Education Amendments 1967; *Foster Child Advocate Services Project; *Guardian Ad Litem; Texas

One of six projects funded by P.L. 93-247 state grant money, the Foster Child Advocate Services (FOCAS) Project established a guardian "ad litem" program in which court-approved members of the community volunteered to visit children in Texas State Department of Human Resources Conservatorships. Part I of the report, describing the objectives and accomplishments of the FOCAS project, discusses the methods used to protect children and to make the community more aware of the needs of children under conservatorship. Problems encountered in establishing the "ad litem" program are also described. Part II, reporting on a part process/part impact evaluation, provides information solicited from project attorneys, guardians, workers, and foster parents and institutional staff involved with the children. Evaluation questionnaires were designed to gather information about the project objectives, including the issues of permanent planning decisions, information for attorneys, community education, increasing contacts with children and identifying maltreatment, and solving problems encountered in court-ordered care. Most respondents felt the overall project and concept were valuable, although some of the specific objectives met with mixed responses. However, dissatisfaction due to unmet expectations, miscommunication, and varying degrees of commitment from some of the guardians "ad litem" were evident. Evaluation questionnaires are appended. (Author/RH)

ED 251 208 PS 014 742

Impact of Protective Services. Final Report: Innovations in Protective Services, September 1, 1982 through August 31, 1984.
Texas State Dept. of Human Resources, Austin. Office of Programs.
PUB DATE- 30 Sep 84

state contacts for regions I through X. (RH)

ED 251 222 PS 014 758

Hearings on a Bill to Make Permanent Certain Child Nutrition Programs. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 7 (March 6, 7, and 13, 1984).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Mar 84

NOTE- 134p.; For a related document, see PS 014 770.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; Block Grants; *Budgeting; Camping; Children; *Day Care; Early Childhood Education; Elementary Secondary Education; Family Day Care; Family Income; Federal Legislation; *Federal Programs; Hearings; *Lunch Programs; Nonprofit Organizations; *Nutrition; Nutrition Instruction; Older Adults

IDENTIFIERS- *Child Nutrition Programs; Commodity Distribution Program; Congress 98th; Department of Agriculture; Food Distribution Programs; Proposed Legislation

This report documents hearings concerning H.R. 7, amending the National School Lunch Act and the Child Nutrition Act of 1963. This bill (the text of which is included) proposes to make permanent five child nutrition programs: the Women, Infants, and Children Feeding Program (WIC); the Commodity Distribution Program; the Summer Feeding Program; State Administrative Expenses; and the Nutrition Education and Training Program (NET). Representatives presented the views of the United States Department of Agriculture (USDA), which preferred a 1-year reauthorization of the programs. Other prepared and live testimony concerned the following: the requirement that 3 percent of all applicants to the School Lunch Program have their income verified; means testing for parents whose children in family day care receive aid through the Child Care Food Program; and the effects of terminating USDA sponsorship of the programs. Budgeting concerns included restoration of funds for NET and food preparation equipment and increasing funds to reduce students' cost for the reduced-price school lunch and to reach increasing numbers of poor children eligible for WIC. Discussion

subject areas: historical development of coordination, theory, models, process of collaboration, research, other collaborative projects, and related reading. Section 3, the summary of the telephone survey, describes the background, model, process, and assessment of eight collaborative projects. The goal of this survey was to gather information on projects similar to the CARE effort that had not been fully reported in the literature. A copy of the telephone questionnnaire is included. (CB)

ED 251 236 PS 014 779

Ryan, Patricia
Single Parent Families.
Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- DHHS-OHDS-79-30247
PUB DATE- Mar 81
NOTE- 52p.; Photographs will not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-091-00229-1, $4.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Affective Behavior; Budgeting; *Child Rearing; Children; Community Organizations; *Daily Living Skills; Dating (Social); Death; Discipline; Divorce; Emotional Problems; Family Life; Fathers; Grief; Mothers; *One Parent Family; *Parent Child Relationship; *Parenting Skills; Privacy; Unwed Mothers; Widowed

This booklet attempts to reassure single parents that they can raise healthy, happy children and provides some suggestions for parents' specific questions and concerns. The first section discusses the emotional stages children pass through when they lose a parent, ways to explain to children the loss of a parent, and ways to handle children's questions and feelings when they do not remember the absent parent. The second section deals with problems of daily living (child care, home chores, and budget management) and the special concerns of single mothers and fathers. The third section gives suggestions for handling problems within the nuclear family, such as disciplining children and adolescents, listening effectively to children, showing children affection, providing sleeping arrangements and privacy, and deciding whether the child made significantly greater gains in higher cognitive processes than did Ss in the 1-day per week program. Further, in basic skills they achieved as well as, or better than, Ss in the 1-day program. All gifted Ss performed significantly better than did a control group of regular students on the Ross Test of Higher Cognitive Processes. Interviews and questionnaires were generally positive in tone. Extensive appendixes include sample screening forms and an interim progress report. (CL)

ED 250 852 EC 170 887

Bruwelheide, Kenneth L.

Special Needs Education Material for Vocational and Industrial Education: Classroom Teachers' Handbook and Bibliography.

Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.

PUB DATE- 81

NOTE- 279p.; Developed as a resource guide for assisting the physically handicapped; an identification and development of apparatus for laboratory shops. Bibliography, listed on cover page as Volume II, is an update which includes Volume I information.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Disabilities; Federal Legislation; *Mainstreaming; *Teacher Attitudes; Teacher Role; Teaching Methods; *Vocational Education

Intended to help accommodate special needs learners in the vocational classroom setting, the handbook presents information on mainstreaming. Chapter I focuses on legal requirements and teacher roles in serving special needs students in the vocational classroom. Chapter II provides a historical overview of special education legislation and reviews recent federal statutes (1973 Rehabilitation Act and Section 504; P.L. 94-142, The Education for All Handicapped Children Act; and P.L. 94-482, the Education Amendment of 1976). Characteristics of eight handicapping conditions are discussed in chapter III. Teachers' attitudes toward mainstreaming handicapped students and the effects of expectation are considered in chapter IV, while chapter V pursues the actual mainstream placement and decision making aspects. Instructional components, such as task analysis and goals and objectives, are

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Behavior Rating Scales; *Disabilities; Elementary Secondary Education; Scores; Test Construction; Testing; Test Interpretation; Test Reliability; Test Validity

The manual was intended to provide instructions and technical data for using the Keystone Adaptive Behavior Profile, a measure of personal independence and social responsibility for handicapped students. Information on the selection and development of the scale is followed by detailed suggestions, in separate chapters, on administration and scoring, interpretation, and technichal data (including indices of validity and reliability). The profile, which is appended, rates behaviors in the following areas: school coping behaviors, social skills, emotional development, language skills, self care skills, applied cognitive skills, and academic development. (CL)

ED 250 868 EC 171 105

Yourofsky, Kathleen G.
Bilingual-Special Education Needs Assessment.
PUB DATE- Mar 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Needs; Elementary Secondary Education; *Limited English Speaking; Needs Assessment; *Special Education
IDENTIFIERS- *Michigan (Oakland County)

In order to determine the present need for bilingual-special education in Oakland County, Michigan, a questionnaire was distributed to the directors of special education in the county's 29 school districts. The 28 responses to the instrument revealed that severe discrepancies exist among districts as to the level of service provided to the limited English proficient (LEP)-handicapped population of Oakland County. Only one district provided bilingual-special education services through a teacher certified in both bilingual education and special education. The remainder of the districts provided bilingual-special education services to LEP-handicapped children through "pull-out" programs parent advocacy (citizen advisory committees, parent associations). (CL)

ED 250 883 EC 171 120

SUPPORT: A System for Utilizing Peers in Program Organization Review and Technical Assistance. Peer Consultant Handbook.
Arizona State Dept. of Education, Phoenix. Div. of Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Consultation Programs; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Peer Teaching; Teacher Role; *Technical Assistance
IDENTIFIERS- Arizona

The handbook outlines Arizona's Project SUPPORT (a System for Utilizing Peers in Program Organization, Review, and Technical Assistance), a cooperative effort to effectively meet the educational needs of exceptional children. Addressed to teachers and administrators working with handicapped students, the SUPPORT process is introduced: procedures are outlined for identification of peer consultants, and the role of the state department of education as facilitators of network activities is defined. Roles and responsibilities of SUPPORT peer consultants (providers of inservice or technical assistance in one-to-one settings, small or large groups, simulation activities, interviews, etc.) are specified for before, during, and after the SUPPORT visit. Suggestions are offered to peer consultants regarding the on-site visit, and procedures for expense reimbursement are addressed. The final narrative section depicts the projected timeline. Appended materials include sample consultant agreements, evaluation forms, and reimbursement forms. (CL)

ED 250 884 EC 171 121

and home-centered approach are charted in terms of language, community presence and participation, program function, and decision making. Issues specific to children, adults, and handicapped persons with special needs (including the elderly) are noted. Aspects of management models needed to develop integrated residential options are described. Ohio's needs for preparing for transitions to a home centered residential system are briefly noted. Recommendations regarding general aspects, planning, training and technical assistance, funding, and monitoring and licensure conclude the report. (CL)

ED 250 899 EC 171 137

Kozlowski, Ronald E.; And Others
Future Directions in Adult Services. Position Paper No. 3.
Ohio State Univ., Columbus. Herschel W. Nisonger Center.
SPONS. AGENCY- Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.
PUB DATE- Feb 84
NOTE- 49p.; Funding was also provided by the Ohio Developmental Disabilities Council. Prepared by The Community Services Subcommittee Deinstitutionalization Task Force. For related documents, see EC 171 135-139.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adults; *Deinstitutionalization (of Disabled); *Developmental Disabilities; Models; *Program Development; *Services; Sheltered Workshops; *Vocational Education
IDENTIFIERS- *Ohio

The third in a series of position papers regarding deinstitutionalization of individuals with developmental disabilities in Ohio, the paper addresses future directions in adult services. Basic planning principles guiding the delivery of services are briefly reviewed, followed by a list of five objectives of adult programs. The next section describes the traditional continuum of day program options for adults with developmental disabilities (ranging from regular employment and on the job training to adult day care and no day program) and suggests the negative aspects of such a continuum. Federal, state, and local constraints to the development of adult services in Ohio are noted. Three fundamental prerequisites of any such service delivery

ED 250 913 FL 014 652

Morrison, F.; Wightman, M.

Performance of Grade 10 Core French Students. Results of Testing the Listening, Reading, Writing and Speaking Skills of Students in the Schools of the Ottawa and Carleton Boards of Education. Part II. Tenth Annual Report, December 1983.

Ottawa Board of Education (Ontario). Research Centre.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- Dec 83
NOTE- 81p.; For a related document, see FL 014 651.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; *Core Curriculum; Foreign Countries; *French; Grade 10; *Language Skills; Listening Skills; Public Schools; Reading Skills; Secondary Education; *Second Language Learning; Speech Skills; Writing Skills
IDENTIFIERS- *Ontario (Ottawa)

Grade 10 core French students in the Ottawa and Carleton schools were tested for French language skills to assess the skill level acquired by students at this stage of the French second language program and to investigate the suitability of existing tests. The study involves students at three levels: in general, advanced, and enriched courses, in the 11th year of a program beginning in kindergarten and providing the maximum French language exposure specified in Ontario guidelines. Four language skills (listening, speaking, reading, and writing) were tested at each course level, and information about student French language background was also collected. Results showed a distinct difference in the performance levels of students at the three course levels, with higher scores often related to longer program participation. Very few sex differences were found except in enriched courses, where a disproportionately small number of boys achieved higher mean scores on some measures. Results also indicated that outside exposure to French, which varied greatly by course level, was related to performance. Further comparisons were made with other secondary grades of the three course levels. (MSE)

Portuguese; Public Schools; Screening Tests; *Testing Problems
IDENTIFIERS- *Cape Verdeans; Massachusetts (Boston); Test for
Auditory Comprehension of Language

A study was undertaken in an effort to develop techniques for monolingual speech pathologists in the Boston public schools to assess whether language behavior of Cape Verdean immigrants is due to language learning disabilities or simply to language differences. The following three questions were addressed: (1) What are some of the differences between Cape Verdean Creole and English? (2) Are these differences reflected in traditional speech and language tests? and (3) Will presentation of tests in English and Creole enhance the child's performance? A native speaker of Creole provided information about the Cape Verdean culture and translated the Test for Auditory Comprehension of Language, which was then administered to a small group of native Creole-speaking immigrant children, some of whom were language-disabled, and the results were compared with a series of predictions. The findings suggest that this test is a viable clinical procedure for monolingual examiners assessing language performance of nonnative English speaking children, and are being used to establish more appropriate levels of expectation for the performance of Cape Verdean Creole speaking children on the test. The specific language differences between English and Creole that were identified are generalized to other types of tests in the educational setting. (MSE)

ED 250 927 FL 014 675

Stanwyc[illegible] Douglas J.; Abdelal, Phyllis
Attitudes toward Cheating Behavior in the ESL Classroom.
PUB DATE- Feb 84
NOTE- 17p.; Paper presented at the annual meeting of the Eastern Educational Research Association (West Plam Beach, FL, February 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arabs; *Cheating; College Students; Comparative Analysis; Cross Cultural Studies; Cubans; *English (Second Language); Ethnic Groups; *Foreign Students; Higher Education; *Immigrants; Language Teachers; Language Tests; Latin Americans; Moral Values; Racial Bias; Spanish Speaking; *Student Attitudes; *Teacher Attitudes; Testing Problems

A study of students' and teachers' attitudes toward cheating in the also characteristic of Kuna verbal life. The typology deals with the intersection and interplay of saying or reporting, and retelling or reformulating. Five types of telling-retelling are distinguished as: (1) a telling followed immediately and sequentially by a retelling; (2) a telling followed by a retelling to a different audience in a different setting; (3) telling of the same content in one way for one purpose in one context and in a different way for another purpose in another context; (4) a range of contexts for performance of magical texts; and (5) performance of the same narrative content as the central verbal event of two separate and discrete ritual-ceremonial traditions, by different performers, in different linguistic varieties, in different contexts. Attention to these different telling-retelling relationships allows for focus on interplay of allusive and non-allusive language, rhetorical strategies, verbal expression of new information, and the Kuna theory and practice of magic and narration. (Author/MSE)

ED 250 941 FL 014 698

Silverstein, Michael
The Limits of Awareness. Sociolinguistic Working Paper Number 84.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 81
NOTE- 31p.; Paper presented at the Harvard Anthropology Seminar (Cambridge, MA, November 1, 1977), and at the Penn Anthropdogy Colloquium (Philadelphia, PA, November 18, 1977).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Encoding (Psychology); *Language Research; *Language Styles; Language Usage; *Native Speakers; *Perception; *Semiotics; Sociolinguistics
IDENTIFIERS- *Metalinguistic Awareness

A study of the limits of native speakers' awareness of, and ability to express, the dimensions of his language for the researcher investigates this hypothesis: that the ease or difficulty of a native speaker's characterization of the use of the forms of his own language depends on certain general semiotic properties of the use in question. Specifically, the study looks at the pragmatic dimension of meaning in speech forms, or how speech forms are used

IDENTIFIERS- Reserve Officers Training Corps

A glossary of commonly used and subject-area English words and their Arabic equivalents with romanization was prepared for teachers and Arabic-speaking, limited-English-speaking children in the Chicago public schools. It consists of: (1) a key to Arabic pronunciation of velarized consonants, glottal consonants, and Arabic double-consonants; (2) a list of common words; and (3) subject area-related words for art, audiovisual matters, foreign languages, language arts, library science, mathematics, music, physical education, Reserve Officer Training Corps, science, social studies, and English as a second language. A reprint of a Library of Congress processing bulletin on Arabic romanization is appended. (MSE)

ED 250 955 FL 014 740

Behavioral Objectives for Mathematics: Assyrian Language, Levels A,B,C,D.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 78

NOTE- 38p.; For a related document, see FL 014 743.

LANGUAGE- Assyrian

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Behavioral Objectives; *Difficulty Level; *Educational Objectives; Elementary Education; Elementary School Curriculum; *Elementary School Mathematics; Grade 1; Kindergarten; Limited English Speaking; *Mastery Learning; Mathematics Instruction; Semitic Languages

A guide to behavioral objectives for elementary school mathematics published in the Assyrian language contains the complete sequence of objectives for the first four levels, covering kindergarten and grade 1. The levels include the average number of objectives the student should cover in a specific time period. The program gives the child the opportunity to move to the next level when he has accomplished 80% of the skills in each of the specific skill strands. (MSE)

ED 250 969 HE 017 696

Choosing the Machine. The Selection Decision at Drexel University.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
PUB DATE- 84
NOTE- 9p.; For related documents, see HE 017 694-697.
AVAILABLE FROM- Drexel University, Microcomputing Program, Office of the Vice President for Academic Affairs, 32nd and Chestnut Streets, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; College Planning; *Computer Oriented Programs; Computer Software; Decision Making; *Evaluation Criteria; Higher Education; *Microcomputers; Needs Assessment; Program Costs; *Purchasing; *Selection; Student Needs
IDENTIFIERS- *Computer Selection; *Drexel University PA

Choosing a machine for the new microcomputing program at Drexel University is described. It was necessary to give students access to computing capabilities that were versatile and powerful enough to assist them in the full range of their coursework. The university made the decision to have students bear part of the expense of the new curricular demands through purchase of their own computers. The selection committee had to identify criteria for both hardware and software based on an understanding of how students would be using the microcomputer in their courses. The following key issues that might also be relevant to other schools are discussed: the needs of each group affected by the program, the power and versatility of the computer, the question of whether the machine was in line with the newest directions in microcomputer technology, the ease with which a machine can be operated, graphics capabilities, sound generation capabilities, the growth capacity of the microcomputer, the cost to the student and to the university, and the vendor. Essential requirements for hardware and software are outlined, along with desired capabilities. (SW)

ED 250 970 HE 017 697

Hawkins, Brian L.

Development; *Learning Theories; Models; Program Design; Program Development; Student Evaluation; Systems Approach; Teaching Methods

The application of behavioral and cognitive learning theories to the design of computer-assisted instruction (CAI) at the college level is discussed. A model of instructional design and the unique qualities of computers are also briefly reviewed. The general model of instruction, which is used for designing a curriculum, has five major components: objectives, pre-assessment, instruction, evaluation, and feedback. When planning CAI it is necessary to determine what outcome should occur from instruction. Once objectives and items for pre-assessment have been determined, method of presentation must be determined. CAI is broken down into four major types of presentations: drill and practice, tutorial, simulation, and problem solving. The method of design includes content development, presentation development, frame design, response assessment, feedback/reinforcement development, and post-assessment. Content development concerns the selection and "story line" of the information presented in the CAI, while presentation development involves the design of strategy for presenting the content effectively. The contributions of various learning theorists to the various phases of CAI design are considered, with attention to theories of Hull and Thorndike, Skinner, Pavlov, Guthrie, Piaget, Estes, Bandura, and Gestalt theory. (SW)

ED 250 984 HE 017 836

Johnson, Michael P.; Shuman, Susan

Sexual Harassment of Students at The Pennsylvania State University.

PUB DATE- Sep 83

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrative Policy; *Aggression; *College Students; *Females; Higher Education; Institutional Research; Power Structure; *School Personnel; *Sexual Harassment; State Universities

IDENTIFIERS- *Pennsylvania State University

Sexual harassment of Penn State students by school employees was studied in 1982. The research focused on harassment by employees who had power over the student or who were in a position to affect the student's educational experience. A random sample of 515

Associations; *Program Development

Guidelines concerning formal contacts between U.S. and foreign colleges are presented. Linkages mainly refer to institutional affiliation that extends beyond a simple exchange program. Linkage between two institutions is the primary concern. The first step is to investigate the feasibility of a linkage program. After selecting an area of the world in which to seek a linkage partner, the next step is to investigate several colleges and universities in that area. It is advisable to start with a limited program, involving only a single department or faculty in each institution. The initial formal contact should take place between the chief executive officers of both institutions, and the negotiating strategy should be planned before on-site visits. The persons in both institutions who will have responsibility for the operation and continuity of the program should be involved in the establishment of program goals and development plans. The initial agreement or contract should be exchanged and signed at the presidential level of the partner institutions. Agencies and associations in the United States that could assist U.S. institutions in choosing a linkage partner are listed, with addresses and phone numbers. For foreign institutions, the Fulbright Commissions are excellent resources and these are listed for 38 countries. (SW)

ED 250 998 HE 017 856

Telecourse Inventory, 1984.

American Association for Higher Education, Washington, DC. Center for Learning and Telecommunications.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 84

NOTE- 183p.

AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($21.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Broadcast Television; *College Instruction; *Course Descriptions; Credit Courses; *Distance Education; Higher Education; Noncredit Courses; Nontraditional Education; *Telecourses; Units of Study

A sourcebook that provides descriptions of more than 130

recommendations for action, excerpts from speeches, summaries of conference background papers, an annotated bibliography, the conference agenda, and a list of participants. Business leaders reaffirmed that employees educated in the humanities have writing and speaking skills, interpersonal abilities, and a historical perspective. One theme of the recommendations was that colleges need to maintain excellence in the humanities, as well as services and courses that help students begin successful careers. Another theme of the recommendations was that businesses should examine their hiring practices and should hire specialists only when particular expertise is essential. They should develop methods that incorporate the knowledge and perspective of the humanities throughout their operations. Recommendations for schools include the following concerns: teaching, curriculum development, research, career advising, liaison with local businesses, internships, and continuing education. Recommendations for business include the issues of hiring, training and placement, professional interchange, internships, and employee education. (SW)

ED 251 012 HE 017 873

Broderick, Francis
What Are the Humanities?
Association of American Colleges, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Apr 83
NOTE- 4p.; Paper presented at a conference sponsored by the Association of American Colleges and the National Endowment for the Humanities (Princeton, NJ, April 27-29, 1983). For related documents, see HE 017 872-879.
AVAILABLE FROM- Office of National Affairs, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Educational Objectives; Ethics; Higher Education; *Humanities; *Intellectual Development; Moral Issues; *Moral Values; *Student Development

A working definition of the humanities and characteristics of a liberally educated person are specified. The humanities embrace areas of human knowledge that possess these elements: central concern for human beings rather than for the processes of nature or

Arizona. In "Reallocation Strategies," James A. Hyatt discusses factors that shape institutional responses to reallocation and elements that should be considered in developing reallocation processes. Among these factors are: duration of the fiscal crisis; the degree of management flexibility at the institution; and the diversification of institutional revenue sources. John W. Casey's article, "An Institution Experiences Contraction," concerns the situation at Seattle Community College District. Reasons for reduced educational expenditures are considered and demographic data are presented on: Washington State, Seattle and King County, and the Seattle Community College District for 1979 and 1982; and full-time equivalent enrollments in the community college system. Finally, "Resource Allocation at California State University, Hayward" by Ellis E. McCune considers: the problems of reallocation resources in response to declining student enrollments and reduced budget allocations, and the broader context of decision-making on resource allocation throughout the life cycle of the university. (SW)

ED 251 026 HE 017 891

Wilson, Robert A., Ed.
Innovating and Adapting: New Financing Strategies for Colleges and Universities. Topical Paper No. 25. Selected Proceeedings of the Annual Conference on Higher Education (9th, Center for the Study of Higher Education, University of Arizona, Tucson, May 1984).
Arizona Univ., Tucson. Center for the Study of Higher Education.
SPONS. AGENCY- National Association of Coll. and Univ. Business Officers, Washington, D.C.; National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- May 84
NOTE- 32p.; For related documents, see HE 017 890-892.
AVAILABLE FROM- University of Arizona, Center for the Study of Higher Education, 1415 North Fremont, Tucson, AZ 85719 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgeting; *Change Strategies; Decision Making; Economic Factors; *Financial Policy; Government School Relationship; *Higher Education; Models; *Resource Allocation; State Colleges; *State Government
IDENTIFIERS- Formula Funding

Innovative financial strategies for higher education institutions blocked or stifled their creative ability. Content analysis was undertaken to code the information in percentages and numerical terms. The most frequent source of support identified was the family: 61 percent listed one or more family members as mentors. Thirty-three percent credited one or more teachers with enhancing the development of their creativity. Support provided by family members included providing experiences, instilling confidence, setting an example, tutoring, developing individuality, and developing security. Support provided by educators included giving special attention, instilling confidence, giving positive feedback, and using unusual teaching methods. (Author/SW)

ED 251 040 HE 017 905

Goodwin, Stefan
Afro-American Anthropologists as Scientists: A Moment in Time.
PUB DATE- 81
NOTE- 23p.; Paper presented at the Annual Meeting of the American Anthropological Association (Los Angeles, CA, 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- *Anthropology; Black Achievement; *Blacks; *Black Teachers; *College Faculty; Educational Background; Higher Education; *Social Scientists

The status and meaning of Afro-American anthropologists as scientists in the United States are reviewed, along with survey findings concerning the characteristics of this population. At the end of the nineteenth century, DuBois was probably the first Afro-American to take a sequence of anthropology courses at an advanced level. His influence on anthropology was considerable: he produced the first important scientific study of a U.S. black community and set high standards in the use of the scientific method in analyzing urban research. The attainments and specialty fields of about 35 other Afro-Americans that influenced anthropology are also discussed. It has been estimated that there are currently about 115 black persons in the United States who are anthropologists or advanced students of anthropology. Survey findings are provided on: the state of birth of a sample of U.S. Afro-American anthropologists, their educational background, their current position and responsibilities, and subjects that the anthropologists feel competent to teach. (SW)

Education sponsored by the Association for the Study of Higher Education and the American Educational Research Association Division J (San Francisco, CA, October 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Employment Practices; *Evaluation Methods; *Faculty Promotion; Higher Education; Legal Responsibility; *Personnel Policy; *Predictor Variables; *Student Evaluation of Teacher Performance; Validity

A statistical and practical policy-oriented procedure for supporting or not supporting the use of student evaluations for faculty promotion decisions is described. The procedure is based on measures of teaching excellence. A comprehensive General Systems Theory type of flow diagram cross-classifies and causally relates all the relevant variables. Sources of invalidity for evaluation instruments are listed. Meaningful differences between ordinal scale measures are discussed, along with the need for statistical controls of intervening and extraneous variables. Thirteen questions that must be addressed to promote the fair use of student evaluation data for personnel purposes are raised. In addition, guidelines for college and university personnel policy are provided. It is recommended that validity studies be based on pre- and post-measures of amount learned by the student, independent of course examinations. The studies must control for all potentially significant intervening variables. Included are bibliographies on: the evaluation of teaching, alternate teaching approaches and problems in higher education, student evaluation of instruction and its validity, and legal aspects. (Author/SW)

ED 251 054 HE 017 920

Jones, Lewis L.
Federal Assistance to Public Black Colleges and Universities: Robin Hood Unleashed or Collusion on the Potomac.
PUB DATE- Oct 84
NOTE- 14p.; Paper presented at the Conference on Postsecondary Education sponsored by the Association for the Study of Higher Education and the American Educational Research Association Division J (San Francisco, CA, October 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Acquisition; *Library Extension; Library Surveys; *Public Support; *Research Libraries
IDENTIFIERS- Association of Research Libraries; *Friends of the Library

This kit, an updated version of a 1974 publication, resulted from a survey of Friends of the Library Organizations commissioned by Tulane University in 1974. All members of the Association of Research Libraries (ARL) were surveyed with a mailed questionnaire. The survey analysis is based on the 63 ARL members who responded, 33 of whom had Friends organizations. The data showed that: Friends organizations tended to be either well-established or recently founded; in most cases library staff was involved in the organization's founding in combination with alumni and faculty; organizations ranged in size from 73 to 2,500 members with a mean of 621; most had four or more membership categories with membership costs varying greatly between organizations; direct financial support from the library was unusual; frequently named activities included fund-raising programs, publications, building special collections, regular meetings, community awareness and support campaigns, lectures and social events; and frequently cited problems included lack of membership, financial concerns, policy or authority disputes, and work overload of library staff. The SPEC kit contains selected materials from survey respondents, including two reports from Friends organizations, eight examples of constitutions and by-laws, six samples of brochures, a committee report of a Friends' planning group, and an analysis of the survey data. (THC)

ED 251 068 IR 050 890

Collective Bargaining. SPEC Kit 63.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Apr 80
NOTE- 139p.; Best copy available; light print. Replaces Kit 8 (June 1974).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)

University of Kentucky; and (3) termination procedures from Columbia University, University of Kansas, Pennsylvania State University, Princeton University, and Washington University. Originally prepared in 1975, this kit was updated in 1978. (THC)

ED 251 082 IR 050 904

User Statistics and Studies. SPEC Kit 25.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Mar 76
NOTE- 164p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; Information Needs; Library Services; Library Surveys; *Research Libraries; *Self Evaluation (Groups); *Statistical Surveys; User Satisfaction (Information); *Use Studies

A result of the Association of Research Libraries' (ARL) November 1975 Services Survey, this kit presents statistical studies developed from management information sources such as circulation records or generated expressly for a particular study. While academic and research libraries maintain statistical records measuring library efficiency or costs, concern has increased for determining library output or effectiveness, i.e., how well the library actually meets the users' needs. This concern relates to the library's ability to serve, with limited budgets, groups widely diversified in terms of information needs, academic level, and patterns of library use. The need to justify activities to the parent institution, to evaluate possible new services, to predict and influence change, as well as increased computer capabilities which facilitate the handling and manipulation of large quantities of data, and the establishment and funding of research offices in some libraries, have also encouraged the use and development of statistical data. Almost all libraries responding to the survey engage in some form of statistical data collection (whether it be continuous or formal research projects) reflecting the level and type of use of the libraries' service operations. This kit contains 17 documents from ARL libraries on continuing data collection and formal statistical studies. (THC) plus a staff performance evaluation from McGill University; and (3) training program materials, including sample pages from a programmed filing text from Rutgers University and a self diagnostic test on reading call letters from University of Hawaii. A concise summary of issues and trends in skills training and a listing of training materials compiled from the Systems and Procedures Exchange Center (SPEC) 1977 survey introduce this collection of documents from member libraries. (THC)

ED 251 097 IR 050 919

Collection Assessment. SPEC Kit 41.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Feb 78
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Libraries; *Evaluation Criteria; *Evaluation Methods; Guidelines; Higher Education; Institutional Evaluation; *Library Collections; *Research Libraries; Serials; User Satisfaction (Information)

This Association of Research Libraries (ARL) kit on collection assessment contains the following documents: (1) "Guidelines for the Evaluation of Library Collections--Draft Copy" (Collection Development Committee, Resource Section, Resources and Technical Services Division, American Library Association); (2) "Guidelines for Collection Assessment" (University of Nebraska); (3) "The Collection Evaluation Program" (Stanford University Libraries); (4) "Evaluation of the Humanities and Social Sciences Collection" (University of Pittsburgh); (5) "Canadiana in the Library" (University of Massachusetts/Amherst); (6) "Subject Strength Survey, Task Force for Interlibrary Cooperation" (Colorado State University); (7) "Evaluation of the Collection in the Humanities and Social Sciences" (Stanford University); (8) "Faculty Evaluation of Library Collections by Function" (University of Washington); (9) "Library Self-Accreditation Report" (Brigham Young University); (10) "Review of Periodicals and Serials Collection" (Florida State University); and (11) "Evaluation of Library Resources Required to Support a Proposed Doctoral Program in Clinical Psychology" (University of California at Davis). (THC)

Procedures Exchange Center (SPEC) kit focuses on upward communication from staff to administration by looking at individual responsibilities of staff members and supervisors. Results indicate that the two most commonly used methods of obtaining information from staff in ARL libraries are direct contact with supervisors and membership on committees and task forces. The kit comprises: (1) documents on the use of groups for communication and planning from University of Kentucky, University of British Columbia, University of Nebraska, University of Colorado-Boulder, Northwestern University, University of Notre Dame, Temple University, Brown University, University of Florida, Purdue University, Michigan State University, and University of California-Berkeley; (2) examples of job descriptions communication skills as a performance requirement from Brown University, Michigan State University, University of Pennsylvania, University of California-Berkeley, Temple University, Indiana University, Southern Illinois University, University of Wisconsin-Madison, Dartmouth College, University of Florida, and State University of New York-Stony Brook; and (3) documents describing training programs at University of California-Berkeley, Indiana University, University of Nebraska, Rutgers University, University of Utah, Brown University, Queen's University, and Michigan State University. The concise summary of the survey which introduces the collection discusses the role of the supervisor, the use of groups, communication skills as a performance requirement, and trends and issues. (THC)

ED 251 111 IR 050 933

External Communication. SPEC Kit 56.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- 79
NOTE- 116p.; This SPEC kit is dated July-August 1979. For related documents, see IR 050 931-932.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Committees; Higher Education; Library Administration; *Library Personnel; Methods; Newsletters; *Organizational Communication; Position Papers; Publications; *Public Relations; Questionnaires; *Research Libraries

existing courses. The second concern involves retaining and uplifting of the vitality of mathematics faculty. Limited resources, changing demographics, and heavy resources are fast depleting the vitality of faculty in two-year colleges. The changing clientele of two-year colleges includes underprepared students, older returning students, part-timers and students needing nontraditional class times and nontraditional modes of instruction. Providing appropriate instruction to these students will require mathematics faculty attention and concern. The notion of faculty vitality appears to be the key link upon which any new curriculum recommendations will depend. There needs to be a new direction on the part of colleges in terms of workload, remuneration, and the role of the faculty at the college. Other facets of society, such as industry, government, and foundations will also have to support efforts to retain quality instruction and faculty vitality. (Author/LAL)

ED 251 125 JC 840 541

Jacot, Robert E.; Prendergast, Nancy E.
The Humanities at Triton College.
Triton Coll., River Grove, Ill.
PUB DATE- 4 Sep 84
NOTE- 67p.; A Report on Humanities Curricular and Co-Curricular Programs, based on a study conducted by the Humanities Council and the Humanities Advisory Committee at Triton College.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; *College Curriculum; Community Colleges; Educational Trends; Enrollment Trends; *Humanities Instruction; Interdisciplinary Approach; Two Year Colleges

Designed to assist college personnel in assessing program needs, this report provides an overview of the humanities programs at Triton College. Part I focuses on curricular humanities programs, including discussions of the role and objectives of the School of Arts and Sciences; humanities courses offered in the school; special humanities curriculum programs including the honors program, interdisciplinary studies, telecourses, and humanities courses for career education students; and humanities course offerings in the School of Continuing Education. Part II highlights co-curricular humanities programs in the English, Fine Arts,

Witter, William C.
Santa Fe Community College. The President's Annual Report, 1983-84.
Santa Fe Community Coll., NM.
PUB DATE- Oct 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; College Instruction; *College Planning; Community Colleges; Educational Facilities; Educational Finance; Educational Objectives; *Institutional Characteristics; School Community Relationship; Student Personnel Services; Two Year Colleges; Two Year College Students

Focusing on the first year of the establishment of Santa Fe Community College (SFCC), this report provides information on the mission, purposes, and governance of the college, as well as an overview of the year's major accomplishments and a look at future directions. Section I describes the establishment of SFCC in February 1983, briefly lists the first-year accomplishments, and reviews research and development efforts. Section II considers the mission and purposes of SFCC, enumerating the guiding principles for the college along with its major overall goals and first-year goals. In section III, aspects of institutional governance are addressed, including the SFCC board, administrative structure, and college councils and committees. Section IV provides information showing SFCC's major accomplishments during 1983-84 in the areas of instruction, students, community services, student services, finance, administrative services, physical plant, community relations, and accreditation. Included in this section are tables providing data on courses offered, student characteristics, program costs, and revenues and expenditures. Section V offers information on planning assumptions and processes and outlines SFCC's goals for 1984-85. (LAL)

ED 251 139 JC 840 595

Barshis, Don
Assisting Student Learning.
Center for the Study of Community Colleges, Los Angeles, Calif.
PUB DATE- 84
NOTE- 6p.
LANGUAGE- English

Faculty; Two Year Colleges

A study was conducted to investigate the current status of post-tenure faculty evaluation in the community college. Questionnaires were mailed to 1,290 tenured and non-tenured faculty and 421 administrators at 9 community colleges. Study findings, based on a 50.1% response rate, included the following: (1) 77% of the respondents indicated that formal post-tenure evaluation existed at their institution; (2) 56.8% of the administrators and 45.9% of the faculty worked at institutions where the primary stated purpose of post-tenure evaluation was faculty development and improvement; (3) 59.1% of the administrators and 49.6% of the faculty reported that the primary stated purpose, as well as their own preferred purpose for pre-tenure evaluation, was to provide information for personnel decisions; (4) classroom effectiveness and contributions to department/division were the criteria receiving the most emphasis in the post-tenure evaluation process; (5) respondents tended to disagree that criteria used to evaluate tenured faculty and non-tenured faculty should differ; (6) both faculty and administrators strongly agreed that there should be multiple sources of input in evaluations; and (7) 50.2% of the respondents indicated that post-tenure evaluation results were shared with faculty members, who were then personally responsible for correcting weaknesses. Major study recommendations and conclusions are included. (LAL)

ED 251 153 JC 840 620

Ostler, Larry

A Study to Determine the Effectiveness of Online Catalog Use for Ricks College Freshmen at the Learning Resources Center. Societal Factors Affecting Education.

PUB DATE- Aug 84

NOTE- 36p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Freshmen; *Learning Resources Centers; *Library Catalogs; Needs Assessment; *Online Systems; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Two Year Colleges; Two Year College Students; User Satisfaction (Information); Use Studies

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Development; Federal Programs; *Health; High Risk Persons; Mental Retardation; *Mothers; *Neonates; Perinatal Influences; *Pregnancy; Premature Infants; Prenatal Influences; *Research Projects; Scientific Research
IDENTIFIERS- *National Institute Child Health Human Development; National Institutes of Health

Providing several examples of current research efforts, this report describes the research on maternal and child health supported by the National Institute of Child Health and Human Development (NICHD). The Institute conducts a coordinated program of research and research training to advance knowledge related to pregnancy and maternal health, fetal growth and maturation, and the well-being of the newborn. Research in the area of high-risk pregnancy includes: the impacts of medications; psychosocial dynamics of pregnancy; and the effects of diabetes, pregnancy-induced hypertension, malnutrition, infections, and hematological problems. In the area of premature labor and birth, research is concerned with the determinants of normal labor, the causes of premature labor, how to stop premature labor, and the causes of fetal growth retardation. Research to reduce disorders of the newborn focusses on neonatal infection, interventricular hemorrhage, respiratory distress syndrome, jaundice, and the care of the low birthweight infant. In the areas of mental retardation and behavioral development, research is directed toward prevention of retardation among the offspring of individuals successfully treated for phenylketonuria (PKU) and toward better understanding the effects of cigarette smoking, eating disorders, and accident proneness. (Author/CB)

ED 251 167 PS 014 493

Children, Youth, and Families in the Northeast. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First Session (New York, New York, July 25, 1983).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 84
NOTE- 322p.; Contains many pages of small print that may be marginally legible. For related documents, see ED 248 966, ED 248 982, ED 250 107, and PS 014 727.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-05919-2, $7.00).

for each of the remaining 15 schools. Findings were reported in terms of the following categories of data: general characteristics of the population, current child care arrangements, time parents are home, problems with current arrangements, community supports for children, age parents believe children can be left alone for various periods of time, and parents' comments. Appended are the survey instrument; a table indicating percentages of two-parent and single-parent families served by each school; and brief summaries of comments concerning aspects of child care such as responsibility, needs, problems, and concerns for children's well-being. (RH)

ED 251 181 PS 014 710

Resch, Paula C.
Suzuki and the Teaching of Writing: A Surprising Connection.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; Group Instruction; *Humanistic Education; *Music Education; Parent Role; Teacher Role; *Writing Instruction; *Writing Processes; Young Children
IDENTIFIERS- *Suzuki Method

Process writing and Suzuki's Mother Tongue Method of music instruction are similar in many ways. Like Suzuki teachers, teachers of writing who use the process method are humanizing children in a technological age. Both Suzuki and leaders of the writing renaissance believe that every child can be a musician or a writer. Both methods tell learners that they can do "the real thing" and do it very well. In both writing classrooms and in Suzuki repertoire classes, students learn from one another. As students are freed from the isolation traditionally associated with mastering a skill, the teacher also assumes a new role: that of fellow participant. In both methods, fundamentals are learned but do not occupy a central place in instruction. Finally, in both Suzuki music instruction and the new writing movement, the parent is involved in the process. Suzuki is famous for the extent to which he expects parents to participate. Today, teachers of writing are asking for a similar kind of participation from parents. Most of all, these teachers want parents to welcome what comes home stamped "Writing in Progress" and to see it as just that, even if predictor items have been found to predict overall compliance of child day care centers with state regulations in four states. Quality scale items have been found to predict the overall quality of child day care centers. Taken together, the two scales measure the following child development program areas: administration, environmental safety, curriculum, health, nutrition, social services, and parental involvement. This document provides the complete CDPES and includes directions for gathering data on each scale item and for scoring the data. Provided also is the Caregiver Observation Form and Scale, an instrument for recording behaviors of caregivers interacting with children in a classroom setting. Forms and criteria for recording caregiver observations are included as well. Practitioners are cautioned against using the indicator checklist methodology before they possess a full year of data collected on a comprehensive compliance instrument. (RH)

ED 251 195 PS 014 729

Buchanan, Aaron
Avoiding Pitfalls in the Pursuit of Higher Standards for Elementary Schooling.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-87
PUB DATE- 15 Aug 84
NOTE- 52p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Addition; *Arithmetic; Computation; Cross Sectional Studies; *Curriculum Development; Division; Educational Improvement; Elementary Education; Elementary School Mathematics; *Elementary School Students; *Mathematics Curriculum; Multiplication; School Schedules; Subtraction; *Time Factors (Learning); Vacations

Using four large existing databases on student performance in the elementary grades, this study involves a task-by-task, year-by-year cross-sectional analysis of six topics in computation. Information about what students eventually learn and when they learn it is provided by the data analysis; information about when skills are introduced and expanded is determined by examining school

NOTE- 86p.; For earlier reports, see ED 239 762-763. For related documents, see PS 014 738-743. Several pages in Appendix B contain small print and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case Records; *Computer Oriented Programs; Day Care; Formative Evaluation; Group Homes; Homemaking Skills; Measures (Individuals); Parenting Skills; *Program Evaluation; Questionnaires; *Social Services; Test Construction
IDENTIFIERS- *Case Management; Protective Services; *Texas

One of six projects funded by P.L. 93-247 state grant money, the Impact of Protective Services Project was designed by staff members in Region 10 of the Texas Department of Human Resources. The project developed an automated system that complements two exising computer-based management systems, which are used to assist staff in case management and program administration. The final report, a process evaluation, discusses the methodology used to establish, refine, and integrate the new Impact of Protective Services System (IPSS) with the existing Protective Service Management Information System and the Contract Management Information System. Once developed, the system was expanded to include information on client outcomes for protective day care, emergency shelters, group homes, and counseling. This report describes how client assesment data were generated. To show how the assessment instruments are used, the report also describes the interaction between caseworkers and service providers who assessed each client's need for purchased services. Copies of the assessment instruments used to track client progress are appended. Because the system was only recently entirely implemented, no client outcome data are available in this report. (RH)

ED 251 209 PS 014 743

Project to Study Fair-Hearings Practices in Child Protective Services. Final Report: Innovations in Protective Services, September 1, 1982 through August 31, 1984.
Texas State Dept. of Human Resources, Austin. Office of Programs.
PUB DATE- 30 Sep 84
NOTE- 63p.; For related documents, see PS 014 738-742.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

with committee members concerned the possibility of a compromise 4-year reauthorization of the programs, the effects of a block grant for child nutrition, and the possibility of combining nutrition programs for children and the elderly. (CB)

ED 251 223 PS 014 759

Frazee, Bruce M.
Children's Understanding of Night and Day: A Research Report Presented at NCSS, 1984.
PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the Meeting of the National Council for the Social Studies (Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Comprehension; *Concept Formation; *Fundamental Concepts; Interviews; *Learning Activities; *Preschool Children; Preschool Education; *Science Education
IDENTIFIERS- Earth; Sun

What advanced 4- and 5-year-old children know about night and day in relationship to the earth and sun was studied to test the hypothesis that two teaching activities would help children to understand the cause of the phenomenon. Participants were 21 middle to upper class boys and girls enrolled in a part-time early childhood enrichment program offered at a university. Most subjects were gifted. Two groups were formed of students enrolling in the program at different times; one student was enrolled in both groups. Group A was taught earth and sun concepts through the use of a role-playing activity. Group B was taught through the use of a globe and flashlight. Students were interviewed before and after instruction to ascertain their understanding of the earth and sun as well as to determine the effect the activities had upon their learning. Over half of the subjects made gains in understanding the concepts. Results from both groups were similar, with slightly more positive gains being achieved by Group A students. The students in both groups revealed increased understanding in the interviews following both types of instruction. It was concluded that these results dispute past studies claiming that earth and sun concepts are too abstract for young children to understand. Most students learned the concepts. However, it appeared that the relationship between the concepts is very difficult for young students to has serious emotional problems. The fourth section gives suggestions for managing relationships with relatives, friends, dates, and community agencies. Particular types of single parents (unmarried mothers and fathers; divorced parents; widowed parents; single adoptive parents; and parents who have been separated from their spouses because of a job, illness, etc.) are given suggestions in the fifth section. The final two sections list community agencies and books that may be useful to single parents and their children. (CB)

ED 251 237 PS 014 780

Cassidy, Jean Marie
Utilization of Learning Styles Data in the Development of Instructional Strategies for Resource Room Students.
PUB DATE- 84
NOTE- 105p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Cognitive Style; *Educational Improvement; Elementary Education; *Elementary School Students; Family Environment; *Individualized Education Programs; Instructional Materials; Learning Centers (Classroom); *Neurological Impairments; Parent Participation; *Perceptual Handicaps; Practicums; Questionnaires; Special Education; Teacher Participation

This practicum was designed to enhance the school and home learning environments of 20 neurologically and perceptually impaired students in kindergarten through sixth grade. Participating students received daily regular class and resource room instruction. Needs assessment measures revealed that little learning characteristic data were available to teachers and parents of classified students. The absence of learning style data within the instructional strategies component of the students' individualized educational programs (IEP's) impeded the development of harmonious home and school learning environments. Self-report and classroom observational instruments provided the nucleus of the chosen solution. Learning style data obtained from these sources addressed in chapter VI. The final chapter offers a planning model for educating the handicapped. An accompanying bibliography contains approximately 1,000 references (from 1973-1981) on such topics concerning mainstreaming as physical handicaps, mental disorders, adaptive processes, and attitudes. (CL)

ED 250 853 EC 170 888

Kravetz, Nathan
Single Sex Classes for Gifted Students: A Case Report.
PUB DATE- Feb 84
NOTE- 21p.; Paper presented at the Meeting of the California Association for the Gifted (Monterey, CA, February 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Enrichment; *Females; *Gifted; Intermediate Grades; Junior High Schools; *Mathematics Instruction; Special Classes; Summer Programs

A summer math class for gifted girls (grades 5-9) was established and conducted by a female instructor for 3 weeks. The class involved take-home work, puzzles, problem solving, and computer work. Parents and students were satisfied with the enrichment class, but questions remained concerning such an approach's legality, the advisability of all-girl and all-boy groupings in math and some sciences, the difficulties faced by elementary teachers who are themselves math-avoiders, and the distinctions that should be made between offerings for gifted girls at various age levels. (CL)

ED 250 854 EC 170 889

Gill, Douglas H.
An Employment Related Follow-up of Former Special Education Students in Pierce County, Washington (1983-84).
Pierce County Educational Service District 121, Tacoma, WA.

with varying degrees of coordination between bilingual and special education staff. The number of LEP students receiving special education services represented only 2% of the total LEP population. This figure, as compared to the national incidence level of 7-10% of the school age population, showed a significant under-representation of LEP-handicapped students receiving special education services in the county. It was concluded that bilingual-special education needs to become an organized entity in order for school districts to have a philosophical base from which to organize specific program development. Suggestions for state level organization are made in order for Michigan to be prepared to better serve the increasing population of LEP students. (Author/CL)

ED 250 869 EC 171 106

Tulloch, Deborah
Curriculum Design for Young Multiply Disabled Children.
PUB DATE- 22 Jun 84
NOTE- 21p.; Paper presented at the Conference, "Infants, Toddlers and Parents: Educational and Clinical Design" (New York, NY, June 22, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Motor Development; *Multiple Disabilities; *Sensory Integration; *Stimulation; Teacher Role; Teaching Methods; Young Children

It is suggested that curricula for young multiply handicapped children should be based on well articulated child development models which specify milestones to be demonstrated as well as contexts in which they will be demonstrated. It is further suggested that the criterion of ultimate functioning should also be considered in choosing one design over another. Two areas of early development that are frequently problematic for young multiply disabled children--functional motor and sensory integration skills--are examined in terms of typical and atypical sequences of development and suggestions for curriculum design. Cautions are urged for imposing unstructured, intense sensory stimulation on the young child, and techniques for structuring appropriate levels of stimulation are discussed. Considerations in materials selection and adaptation are noted. (CL)

Program Suggestions for Juvenile Detention Facilities. The Special Education Process in Michigan.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 82
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; Cooperation; *Correctional Education; Costs; *Delinquency; *Disabilities; Elementary Secondary Education; Equal Education; Financial Policy; Individualized Education Programs; Program Evaluation; *Special Education; State Aid; Student Placement; Student Records
IDENTIFIERS- *Michigan

The booklet outlines Michigan's procedures for providing educational programs in juvenile detention facilities, with emphasis on special education programing. The following topics are addressed: education responsibility, interagency agreements and relationships (cooperation among juvenile courts, detention facilities, and operating school districts); student placement into a special education program; notification of educational placement; the individualized education plan; the education program (need for planning, individualization); support services (operating and intermediate school districts, juvenile detention facility, juvenile court, and community agencies); the education staff (roles of teachers and paraprofessionals, effective inservice training); education records; funding options for education programs; and program evaluation. Specific state rules and regulations are referred to throughout the manual. Appended material includes information on reimbursement of teacher aides and funding options. (CL)

ED 250 885 EC 171 122

Program Suggestions: Emotionally Impaired. The Special Education Process in Michigan.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

strategy are examined. Utilization of generic services, case coordination, and prevocational training. The role of day programs is discussed, and the importance of focusing on individual needs, providing the most culturally normative setting possible, and ensuring a range of vocational options (including sheltered workshops) is emphasized. The traditional and proposed approaches to providing vocational services are contrasted via case studies of persons with severe, moderate and multiple handicaps and severe behavior problems, and older and currently unserved persons. The report concludes with general recommendations along with more specific ones in the areas of planning, funding, monitoring/evaluation, and training and technical assistance. (CL)

ED 250 900 EC 171 138

Kozlowski, Ronald E.; And Others
Promoting Quality Community Living through Formal Support Services and Informal Supports. Position Paper No. 4.
Ohio State Univ., Columbus. Herschel W. Nisonger Center.
SPONS. AGENCY- Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.
PUB DATE- Feb 84
NOTE- 32p.; Funding was also provided by the Ohio Developmental Disabilities Council. Prepared by The Prevention of Institutionalization Subcommittee Deinstitutionalization Task Force. For related documents, see EC 171 135-139.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Community Resources; *Deinstitutionalization (of Disabled); *Developmental Disabilities; Elementary Secondary Education; Program Development; Services; *Social Support Groups
IDENTIFIERS- *Ohio

The fourth in a series on deinstitutionalization of individuals with developmental disabilities in Ohio, the paper concentrates on the contributions of formal and informal supports. Following a review of basic planning principles, formal support services necessary for planning community-based services for persons with developmental disabilities are listed, including transportation, service coordination, income maintenance and budgeting, mental and physical health services, and legal services. Possible problem areas facing systems shifting from a categorical to a generic

ED 250 914 FL 014 653

Adiv, Ellen; Dore, Francine
A Comparative Study of the Extra-Curricular Use of French and English by Anglophone and Ethnic Minority Students Schooled in French.
Protestant School Board of Greater Montreal (Quebec). Instructional Services Dept.
SPONS. AGENCY- Quebec Dept. of Education, Quebec.
PUB DATE- Sep 82
NOTE- 43p.; For related documents, see FL 014 061 and FL 014 654-656. Summaries in both French and English appear in the document.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Core Curriculum; Diaries; *English; *Ethnic Groups; Foreign Countries; *French; Grade 5; Grade 6; *Immersion Programs; Language Maintenance; Language of Instruction; *Language Usage; Second Language Instruction; Surveys
IDENTIFIERS- *Quebec (Montreal)

A study investigated the extra-curricular use of French and English by 289 anglophone and ethnic minority fifth and sixth grade students in Montreal. The students were divided into three groups: (1) French sector children in regular French classes; (2) French sector children who were recent immigrants and enrolled in a 10-month familiarization program ("accueil"); and (3) English sector children whose instructional time was divided between French (40%) and English (60%). Results of student diaries and a survey indicate that: (1) the first two groups of students used French significantly more often than the immersion students; (2) the first group's students who spoke English spoke French less often than those who did not speak English; (3) within the first group, students from English-speaking countries used French the least frequently and those from Central Europe or the Middle East used French the most frequently; (4) immersion students used English more often than the regular French program students; (5) the majority of ethnic minority students maintained their language of origin; and (6) where the language of origin was not maintained, English was the language most frequently used. The findings are discussed in terms of a number of ethnolinguistic factors and differences between the all-French and immersion programs. (Author/MSE)

ED 250 915 FL 014 654

classroom of English as a second language (ESL) compared responses of five groups to a questionnaire concerning the use of crib notes, copying from another student's test, and allowing or refusing to allow another student to copy in hypothetical test situations. The comparison groups were: (1) 44 native United States undergraduates, (2) 21 Middle Eastern Arabic speakers enrolled in ESL classes, (3) 47 South American Spanish speakers enrolled in ESL, (4) 39 adult Cubans being held in an immigrant detention facility, and (5) 17 ESL teachers, all but 2 of whom were native to the United States. Overall, the results suggest that all saw cheating behavior as essentially wrong and immoral, and that of the five groups, the Spanish-speaking ESL students were the least conservative in their attitudes toward the kind of cheating behavior discussed. The other Spanish-speaking group also appeared to be consistently less conservative than the other three groups when the groups are rank-ordered. Teacher perceptions of Spanish-speakers as more casual about cheating than others were confirmed, and perceptions of Arabic-speakers as casual about cheating were not confirmed. In written comments, many respondents spoke of the person cheating rather than the act, and the Arabic-speakers characterized both knowledge and honesty as property. It is concluded that the study does not accurately measure moral values as intended, but reflects some problems of measuring culturally-influenced behavior. (MSE)

ED 250 928 FL 014 676

Sandorff, Paul; And Others
A Bilingual Program and Its Staff Development Described: Before and after Title VII.
California Learning Designs, Inc., Westminster.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 130p.
CONTRACT- 400-80-0002
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Bilingual Education Programs; Bilingual Teacher Aides; *Bilingual Teachers; Case Studies; Educational Change; Elementary Education; Federal Aid; *Organizational Change; Principals; Program Descriptions; *Retrenchment; *Staff Development

This study was originally undertaken to describe an elementary

as effective action in specifiable cultural contexts, such as when a proper religious or judiciary functionary pronounces a man and woman husband and wife. It is concluded that although the linguistic models applied to cultural phenomena have usually depended on the pure referential system unique to language among all social codes, this investigation illustrates that the other functions of language are always being assimilated to reference in terms of native speaker awareness. They are subject to conscious metapragmatic tesimony only to the extent that they ride along on referential structure. Further research using this approach is suggested in the areas of understanding the cognitive bases of the many functions of language, and of the investigation of cultural phenomena in general. (MSE)

ED 250 942 FL 014 699

Joly, Luz Graciela
The Ritual "Play of the Congos" of North-Central Panama: Its Sociolinguistic Implications. Sociolinguistic Working Paper Number 85.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 81
NOTE- 38p.; For other titles in this series, see FL 014 700-705 and FL 014 707.
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Cultural Awareness; *Drama; Ethnic Groups; Foreign Countries; Immigrants; Intercultural Communication; Language Role; *Language Usage; *Latin American Culture; Latin American Literature; *Sociolinguistics; *Spanish Speaking
IDENTIFIERS- Congo (Language); *Panama

An excerpt from the "Play of the Congos," given in Congo, Spanish, and English, exemplifies the sociolinguistic features of the combined play and ritual language used by the Afro-Hispanic population in the Caribbean region of the Costa Abajo in north-central Panama. The sociolinguistic norms are an important part of the "regulation of the play," and a pragmatic knowledge of the language is required of the key players who undertake the important responsibility of enacting the "Play of the Negroes."

ED 250 956 FL 014 741

Ideas for Teachers of Non-English-Speaking Children. A Handbook.
Chicago Board of Education, Ill. Dept. of Curriculum.
PUB DATE- 74
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Bilingual Students; *Class Activities; *Classroom Techniques; *Cross Cultural Studies; Cultural Awareness; *Cultural Education; Difficulty Level; Elementary Secondary Education; Ethnic Groups; Hispanic Americans; Instructional Materials; Italian; *Limited English Speaking; Spanish Speaking
IDENTIFIERS- Cuba; Italy; Mexico

A series of lesson ideas for school teachers with both monolingual English-speaking and bilingual students in the same class includes 18 cultural and cross-cultural topics. They include: the island of Cuba, the flag of Cuba, the flag of Mexico, the development of Mexican music, Benito Juarez, the flag of Puerto Rico, the seal of Puerto Rico, a history lesson about Italy, the Italian flag and coat of arms, a geography lesson about Italy and Sicily, rhythm instruments, presentation of the song "El Coqui," presentation of a biography, use of an acrostic, use of a cultural capsule, teaching culture through the film "Felipa, North of the Border," and ethnic foods. For each lesson idea, the targeted level, goal, specific behavioral objectives, materials, teacher information, facts and figures, procedural outline, suggested student activities, and other resources are presented. A list of publishers and distributors of educational materials in Spanish and a form for submission of lessons are appended. (MSE)

ED 250 957 FL 014 742

Resource Book for Teaching American Indian Children (Oneida, Sioux, Winnebago) Language Arts and Social Studies. Intermediate Levels. Working Draft.
Chicago Board of Education, Ill. Dept. of Curriculum.
PUB DATE- 79

University Approaches to Software Copyright and Licensure Policies.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
PUB DATE- Jun 84
NOTE- 13p.; For related documents, see HE 017 694-696.
AVAILABLE FROM- Drexel University, Microcomputing Program, Office of the Vice President for Academic Affairs, 32nd and Chestnut Streets, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Policy; College Planning; *Computer Software; *Copyrights; Higher Education; Intellectual Property; *Legal Responsibility; *Microcomputers; Purchasing; *Teacher Developed Materials
IDENTIFIERS- *Drexel University PA

Issues of copyright policy and software licensure at Drexel University that were developed during the introduction of a new microcomputing program are discussed. Channels for software distribution include: individual purchase of externally-produced software, distribution of internally-developed software, institutional licensure, and "read only" access to additional software. The university is underwriting a substantial portion of the cost for computing, for faculty release time granted for the development of a project, and for laboratory and equipment resources. The position of the university is to enter into a written agreement with its personnel covering software and copyright ownership. Since the student purchases the microcomputer and software from the university, copyright liabilities for the software are placed with the individual purchasers. Institutional licensure places the liability with the institution, but allows for a one-time or annual university commitment for access to certain software. Possible approaches for the distribution of royalties are also discussed. Attention is directed to protecting the copyrights of others, including illegal copying or piracy of software. (SW)

ED 250 971 HE 017 699

Facilities Inventory and Utilization Study. Fall of 1982. Sixteenth Edition.
North Carolina Commission on Higher Education Facilities, Chapel Hill.
PUB DATE- Nov 83
NOTE- 197p.

full-time female students was asked whether university employees had ever: stared at or commented on her body in a suggestive way, or directed remarks or jokes toward her; made unwelcome requests for dates with her; requested or demanded her participation in sexual activity; or made physically aggressive sexual advances toward her or touched her in an objectionable way. About one out of four (24 percent) of respondents had been harassed in at least one of the ways described. It was estimated that of the 11,800 full-time women students enrolled at the campus, about 2,800 had experienced some sexual harassment. Nine percent of the respondents had experienced either physical harassment or requests/demands for sex. Eight percent had experienced unwelcome requests for dates. Information is provided on the characteristics of victims, the power relationship, consequences for the victim, and reporting of incidents. Ways that the university can reduce sexual harassment are also discussed. Excerpts of comments by respondents are included. (SW)

ED 250 985 HE 017 837

A National Study on Parental Savings for Children's Higher Education Expenses.

North Carolina Commission on Higher Education Facilities, Chapel Hill.

SPONS. AGENCY- National Inst. of Independent Colleges and Universities, Washington, DC.

PUB DATE- Aug 84

NOTE- 31p.; Study conducted as part of the Roper Report Studies.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Attendance; *College Bound Students; *College Choice; Family Characteristics; Higher Education; National Surveys; *Parent Aspiration; *Parent Financial Contribution; Private Colleges; Public Education; Public Opinion; Questionnaires; State Colleges; *Student Costs; Student Financial Aid

IDENTIFIERS- College Costs; Roper Research Surveys

Parents' plans for sending pre-college age children to college, and their plans for financing that education were studied. Specific concerns included: how many children parents foresee attending college; the type of institution (private versus public) they would prefer their children attend; how well preference for a type of telecourses produced for higher education is presented. Listings include information on the level of content, format, producer, length of program, production date, ancillary materials, and availability of the courses. A brief course description is included, along with listings of lesson titles. Courses selected met the standards of the highly-rated two- and four-year colleges. They can be used with existing curricular offerings and academic areas, and serve to expand opportunities for extending education beyond traditional campus settings. Courses fall into two categories: those that can be broadcast, are likely to be used by large numbers of colleges and universities, and are likely to be offered for credit; and those that are not available for broadcast, or are likely to be used by only a few institutions apart from the producer, or are likely to be used only for noncredit. The courses are current--no more than 6 years old. The telecourses are listed by academic areas and professional fields. (SW)

ED 250 999 HE 017 857

Calvin, Allen
Age Discrimination on Campus.
American Association for Higher Education, Washington, D.C.
PUB DATE- Nov 84
NOTE- 6p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Age Discrimination; *College Faculty; Federal Legislation; Higher Education; *Older Adults; *Teacher Retirement; *Tenured Faculty
IDENTIFIERS- *Age Discrimination In Employment Act Amend 1978; *Mandatory Retirement

Issues of mandatory retirement for faculty are discussed. In 1978, the Age Discrimination in Employment Act was amended to raise the age of forced retirement to 70, but tenured college professors were exempted from the protections of the amendment. Arguments raised by advocates of forced retirement for tenured college professors include: the decline in the number of 18- to 21-year-olds will adversely affect college enrollments; older faculty are less productive than younger faculty; and administrators will be unable the structures of society; primary focus on the individual rather than on the group; awareness of how we know what we know; attention to moral values, whether drawn from God, man, or nature; and insistence that the process of intellectual growth calls for forthright moral judgments as an equal partner with accurate descriptive knowledge. Study of the humanities yields a liberally educated person who: remains an active independent learner; stands on a system of values that demands the application of ethical concerns to action and that accepts the presence of alternate value systems in others; understands the cultural milieu of modern society; possesses skills in analysis and synthesis, critical thinking, reading, writing, and speaking; and welcomes productive work that calls for continually developing capacities and for flexibility in changing the direction of careers over a lifetime of work. Fields of study included in the humanities, as defined by the National Endowment for the Humanities, are identified. (SW)

ED 251 013 HE 017 874

Burns, Stanley
From Student to Banker: Observations from the Chase Bank.
Association of American Colleges, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Apr 83
NOTE- 22p.; Paper presented at a conference sponsored by the Association of American Colleges and the National Endowment for the Humanities (Princeton, NJ, April 27-29, 1983). For related documents, see HE 017 872-879.
AVAILABLE FROM- Office of National Affairs, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Banking; *Cognitive Processes; College Graduates; Employment Practices; Higher Education; Job Skills; Management Development; *On the Job Training; *Personnel Selection; Recruitment; *Staff Development; Success
IDENTIFIERS- *Chase Manhattan Bank NY

The experience of Chase Manhattan Bank in hiring a diverse group of college graduates and preparing them to be entry-level relationship managers is discussed. The objectives and procedures followed by the bank in recruitment and training of new staff are addressed.

are considered in three articles based on presentations to a national conference at the University of Arizona. In "Innovations in State Level Formulas: Established and Emerging Trends," Dennis P. Jones discusses both the general (multi-purpose) and the special purpose components of state-level resource allocation. General purposes that apply to most public institutions include: access to education, economic development, maintenance and enhancement of the system, and efficiency. Barbara S. Uehling's article, "Adapting Academia to the Prevailing Climate," considers the need for colleges to make adaptations to changing conditions, the type of decision-making that is necessary for adaptive change, and conditions that can be established to continue the process of adaptive change. The final article, "New Financing Strategies for Higher Education," by Anthony W. Morgan discusses economic challenges facing higher education and new financing strategies for allocating funds. Two sets of root assumptions are presented along with some of the resource allocation models and strategies that flow from them. The allocation models include: goal models, investment models, cost reimbursement or formula budget models, market models, and incentive models. (SW)

ED 251 027 HE 017 892

Wilson, Robert A., Ed.
Administering and Managing the Finances of Colleges and Universities. Topical Paper No. 23. Selected Proceedings of the Annual Conference on Higher Education (9th, Center for the Study of Higher Education, University of Arizona, Tucson, May 1984).
Arizona Univ., Tucson. Center for the Study of Higher Education.
SPONS. AGENCY- National Association of Coll. and Univ. Business Officers, Washington, D.C.; National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- May 84
NOTE- 33p.; For related documents, see HE 017 890-891.
AVAILABLE FROM- University of Arizona, Center for the Study of Higher Education, 1415 North Fremont, Tucson, AZ 85719 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; *College Administration; *Educational Finance; *Financial Policy; Higher Education; *Incentives; *Money Management

ED 251 041 HE 017 906

Burns, Josh; And Others
The College and University Energy Management Workbook.
Higher Education Energy Task Force.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
REPORT NO.- ISBN-0-913359-22-X
PUB DATE- 84
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; *Campus Planning; *College Administration; College Buildings; Educational Finance; *Energy Conservation; *Facility Guidelines; Higher Education; Needs Assessment; *Program Development; Program Implementation; School Maintenance; Workbooks
IDENTIFIERS- Audits

An energy management workbook for colleges is presented by a task force composed of representatives of the American Council on Education, the National Association of College and University Business Officers, and the Association of Physical Plant Administrators of Colleges and Universities. In addition to worksheets and exercises, information is included on energy assessment, management practices, and financing mechanisms. The workbook is organized into three basic sections: diagnosis, program development, and implementation. Worksheets for the college president, vice president, and physical plant director are provided to help identify: (1) current energy-related activities; (2) the campus decision-makers on energy; and (3) facilities, maintenance, and energy conditions. Charts that illustrate by year the campus square footage, annual campus energy costs, and the number of employees in the plant department are presented. Key points that should be considered during a tour of the campus central plant and other facilities are identified. Exercises are included on: collecting energy use data, evaluating past and projecting future energy use, analyzing energy costs, and assessing facilities' energy condition. Information is also included on: energy efficiency financing, developing an energy management consensus, scheduling energy management activities, financial evaluation of

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; *Federal Aid; Federal Regulation; *Federal State Relationship; *Government School Relationship; Higher Education; Public Policy; *State Colleges; *State Government
IDENTIFIERS- *Public Colleges

Issues concerning federal assistance to public black colleges and universities are addressed. Attention is directed to the question of whether federal subsidies, given the role of state controlling agencies, automatically benefit black colleges in a meaningful, lasting manner. A second question is whether federal aid to black institutions, in its historical form, is another means of controlling public black colleges and perpetuating their so-called second class status. The relationship between public black colleges and the federal assistance since 1965 is discussed, and examples of state influence and its subsequent negative impact on black higher education are cited. The position is taken that the federal government cooperates with the states to control black higher education by imposing conditions on financial assistance that favor state interests and state management. It is argued that federal assistance regulates and controls public black institutions. Implications of current practices for public black colleges in the 1980s are discussed, and 10 demands that should be enacted to end federal and state collusion are identified, including: the states' role in the distribution of federal funds to black institutions should be eliminated; and all proposals should be considered on merit. (SW)

ED 251 055 HE 017 921

Barker, Sandra L.
The Influence of Academic Deans on Colleagues and Superiors.
PUB DATE- Oct 84
NOTE- 20p.; Paper presented at the Conference on Postsecondary Education sponsored by the Association for the Study of Higher Education and the American Educational Research Association Division J (San Francisco, CA, October 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; *Administrator Characteristics; Higher Education; Interpersonal Relationship; Interprofessional

DESCRIPTORS- *Academic Libraries; *Collective Bargaining; Employer Employee Relationship; Higher Education; Labor Demands; *Library Personnel; Library Surveys; *Personnel Management; *Research Libraries; *Unions

IDENTIFIERS- Association of Research Libraries

An Association of Research Libraries (ARL) survey on the status of ARL librarians revealed that librarians at 20 of the 92 responding libraries belonged to a collective bargaining unit. At a time when inflation is increasing faster than salary increases, and when librarians' salaries are perceived as moderately low, unionization offers one way to bargain for higher salaries and more liberal benefits packages. Some librarians see unionization as a means of responding to restrictions and limitations brought about by expanded pressures for accountability from administrators and legislators. Occasionally unions are a response to perceived managerial inequities or arbitrary decisions, especially in regard to personnel actions such as promotions, raises, reassignments, and terminations. Other librarians perceive collective bargaining as a way to increase their involvement in policy formulation and decision-making or to upgrade their status by participating in a faculty movement toward unionization. As with many developments or changes, unionization produces mixed outcomes. A prime consideration in examining the role and position of collective bargaining within academic librarianship is the effectiveness of unionization in producing desired results. This kit contains seven examples of contracts and agreements focusing on such issues as appointments, promotion, tenure, and salary. (THC)

ED 251 069　　　IR 050 891

Tenure Policies. SPEC Kit 9.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Jul 74

NOTE- 78p.; Best copy available; legibility varies.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Libraries; Higher Education; *Library Personnel; Library Research; Models; *Personnel Policy; Position Papers; *Promotion (Occupational); *Research Libraries; *Tenure

This collection of tenure policies in academic and research

ED 251 083 IR 050 905

Physical Access in ARL Libraries. SPEC Kit 27.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- 78
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; Information Needs; Interlibrary Loans; Library Automation; *Library Circulation; *Library Cooperation; Library Materials; *Library Services; Library Surveys; Nonprint Media; *Research Libraries; *User Satisfaction (Information)
IDENTIFIERS- Access to Information

Resulting from the Association of Research Libraries' (ARL) 1975 survey on user services, this kit presents documentation on and discusses developments in physical access services--services which facilitate the actual delivery of information sources to the user--including circulation, interlibrary loan, book delivery, and new media services. As research libraries' collections have grown, users have found it increasingly difficult to locate the actual information resources they need. The growing complexity of research libraries, the recognition of various obstacles to user access, and users' expectations for timely access to information resources have combined to generate an increased concern for efficient modes of providing physical access to library materials. In addition, wider library participation in cooperative programs and the expanded scope of automated bibliographic retrieval systems provide new opportunities for improving physical access services. Development of these services in the recent past generally reflects greater control and knowledge of the status of holdings, more cooperation and interdependency among libraries in providing access, and effective utilization of computer capabilities. Prepared in 1976 and updated in 1978, this kit contains 18 documents: 5 on external user policies, 6 on interlibrary loan systems, 3 on book delivery systems, 2 on media/microform services, 1 on services for handicapped users, and 1 on obstacles to physical access. (THC)

ED 251 098 IR 050 920

Resource Sharing. SPEC Kit 42.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Mar 78

NOTE- 122p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; *Consortia; Higher Education; Interlibrary Loans; *Library Acquisition; *Library Cooperation; Library Materials; *Library Networks; Library Planning; Methods; Position Papers; Research Libraries; *Shared Services

A 1977 Association of Research Libraries (ARL) survey indicated that nearly all respondents viewed enhanced access to needed information and service capabilities as the primary benefit of resource sharing. Most responding libraries participated in more than one type of resource sharing activity, ranging from informal understandings among a few similar libraries, to formal multi-faceted cooperatives, consortia, or networks that operate over a large region or nationally. The introduction provides a concise summary of current issues and trends related to resource sharing. The collection of documents comprises: resource sharing policies from University of California and University of Connecticut, and the Constitution of the Middle Atlantic Research Libraries Information Network, from Princeton University; resource sharing procedures from University of Houston and Queens University, and the user guide for the Boston Library Consortium from University of Massachusetts; program descriptions/activities from Yale University, McMaster University, University of California/Berkeley, and University of California Berkeley/Stanford Research Cooperative Program; planning and evaluation methods from Yale University and University of Houston; reports and recommmendations from the New York Public Library and Case Western Reserve University (on the Cleveland Area Interlibrary Network and the Cleveland Area Metropolitan Library System); and a 38-item bibliography. (THC)

One section of a spring 1979 Systems and Procedures Exchange Center (SPEC) survey on communication in Association of Research Libraries (ARL) institutions examined how members exchange information with external groups including the university administration, faculty, users, support groups, other libraries, and the profession in general. According to the 68 respondents, most external communication focuses on three concerns: obtaining support for library programs and services from university administrators and legislators, fostering effective use of the library, and promoting the community's awareness and support of the library's resources. The kit comprises: (1) statistical results of the section of the SPEC survey on external communications; (2) relevant policies, procedures, and recommendations from University of Rochester, University of Massachusetts-Amherst, Temple University, and the Center for Research Libraries; (3) examples of communication with university administration and faculty committees from Brown University, Michigan State University, and Pennsylvania State University; (4) examples of library programs and newsletters from University of Pennsylvania, University of California-Berkeley, University of Wisconsin-Madison, Michigan State University, and Florida State University; (5) faculty-staff questionnaires from Syracuse University, Brown University, and Florida State University; and (6) examples of communication with library users, including minutes from a Pennsylvania State University student library advisory committee; examples of publications from University of Wisconsin, Northwestern University, Duke University, and University of Pennsylvania; and user surveys from Northwestern University, Washington University, Queen's University, Syracuse University, Iowa State University, and Massachusetts Institute of Technology. (THC)

ED 251 112 IR 050 934

Special Collections. SPEC Kit 57.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Sep 79
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

Foreign Language, and Social Science Departments; special library programs in the humanities; the annual Salute to the Arts Program; Student Services Cultural Arts programming; and offerings by the Continuing Education Office of Special Events. Part III outlines the roles of Triton's Humanities Council, Humanities Advisory Committee, and Committee on Writing Across the Curriculum. Finally, part IV presents humanities research findings, including data on 1979-1984 enrollments in humanities programs in the School of Arts and Sciences; enrollment in humanities programs at community colleges nationwide; the revenues and expenses of instructional programs in the humanities in the School of Arts and Sciences; and trends in community college humanities education. (HB)

ED 251 126 JC 840 555

Rounds, Jeanine C.; And Others
Tutoring: Essential to Community Colleges. Position Paper.
Association for California Colleges Tutorial and Learning Assistance.
PUB DATE- Apr 84
NOTE- 17p.; Prepared with assistance from the ACCTLA Subcommittee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Educational Benefits; *Financial Support; *Student Needs; *Tutorial Programs; Two Year Colleges
IDENTIFIERS- *California

In the past two decades, tutoring services have become an integral part of nearly every program at California's community colleges. The purposes of tutoring services are to provide individual attention to students in academic difficulty, training and assistance in developing effective study skills, assistance and support to special groups of students such as the physically handicapped or learning disabled, and to assist the instructor in skills courses or labs. Students who are recipients of tutoring services include students without the verbal and mathematical skills required for college work, students with disabilities, and older adults seeking retraining or beginning job skills. The benefits of tutoring include decreased dropout rates, improved student grades, and financial and educational benefits for tutors. With current funding concerns, many colleges have reduced their financial support of tutoring or learning assistance programs. The reduction or dismantling of tutoring programs may result in

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; College Curriculum; Community Colleges; Computer Oriented Programs; Curriculum Development; Educational Diagnosis; *Faculty Development; Professional Development; Program Descriptions; *Student Personnel Services; *Student Placement; *Testing Programs; *Tutorial Programs; Two Year Colleges

This issue of the Center for the Study of Community Colleges (CSCC) "Bulletin" describes various academic support services provided by community colleges to strengthen instruction and to assist staff members in their own development. Introductory comments discuss the relationship between academic support services and classroom instruction, with particular focus on the role of these services in expanding the opportunities for learning available to educationally disadvantaged students. The next section considers the role of student assessment and placement, focusing on comprehensive assessment and placement services for new students, testing in basic skill areas, and mandatory placement programs ensuring student enrollment in curricula appropriate to skill levels. The next section looks at efforts to provide appropriate curricula in a clearly defined sequence, providing examples of major curricula revision projects in community colleges. Next, a discussion is presented of the role of tutoring, counseling, and technological supports in a total academic system. This discussion highlights the use of learning resource centers, integrated support services, and the use of Programmed Logic for Automated Teaching Operations (PLATO) at the City Colleges of Chicago (CCC). Finally, the importance of professional development programs in improving the instructional process is underscored. The "Bulletin" includes a brief description of CCC's academic support services workshop. (HB)

ED 251 140 JC 840 601

Characteristics of Illinois Public Community College Faculty and Staff, Fall Term 1983.
Illinois Community Coll. Board, Springfield.
PUB DATE- 21 Sep 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative

IDENTIFIERS- *Online Catalogs; *Ricks College ID

A study was conducted at Ricks College to determine how well the online public access catalog in the Learning Resources Center (LRC) met the needs of freshmen students. Following a comprehensive literature search, a task force of librarians and selected students participated in the development of a questionnaire, which solicited information on students' characteristics and background, interface between the patron and the computer, and satisfaction with the LRC and its staff. The questionnaires were administered to a sample of 351 students registered in a required humanities course. Study findings included the following: (1) 53% of the respondents were female, 64% were under 21 years of age, and 61% had had a high school grade point average of 3.0 or higher; (2) 63% of the students had no or very little prior experience with computers; (3) 75% had had typing in high school; (4) 61% felt more comfortable with the Ricks College LRC than their high school library; (5) 74% were satisfied with the location of the terminals at the LRC; and (6) factors contributing to the respondents' comfort with the online catalog included the following: having had typing in high school, liking to try new ideas, having a computer at home, frequently using the LRC, and having previous computer experience. Recommendations emerging from the survey focused on orientation workshops for students, one-on-one training for faculty, and minicourses for patrons with no typing skills. The questionnaire is included. (LAL)

ED 251 154 JC 840 626

Report of the Student Evaluation of the Milwaukee Area Technical College.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

PUB DATE- 84

NOTE- 87p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Educational Trends; *Institutional Evaluation; Program Evaluation; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Technical Institutes; Two Year Colleges; *Two Year College Students

In spring 1984, a survey was conducted at Milwaukee Area Technical

LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Failure; *Adolescents; Adults; Blacks; Budgeting; Child Abuse; *Children; Delinquency; Drug Abuse; *Family Problems; Family Violence; *Federal Legislation; Foster Care; Hearings; Hispanic Americans; Immigrants; Infant Mortality; Low Income Groups; Low Rent Housing; Medical Services; Nuclear Warfare; Nutrition; Retrenchment; *Social Problems; Unemployment; Unwed Mothers; Welfare Services
IDENTIFIERS- *Congress 98th; Connecticut; Maine; Massachusetts; New Jersey; New York; New York (New York); *United States (Northeast)

The first in a series of five regional fact-gathering committee hearings, this hearing report includes testimony from private and public social agencies in New York, New Jersey, Maine, Massachussetts, and Connecticut. Information and statistics are presented on a wide variety of social problems, including (1) family violence; (2) family planning and teenage pregnancy; (3) infant mortality and health care for children and pregnant women; (4) juvenile delinquency; (5) low income housing; (6) private and public food assistance; (7) drug and alcohol abuse prevention; (8) children's fears about nuclear warfare; and (9) the problems of minority and immigrant groups. Several causes for the increased demand for social services are documented; these include the growth of households headed by females and the growth of minority and immigrant populations with few skills at a time when the country is being de-industralized and few low skill jobs are being created. Testimony is also presented about programs successful in preventing child abuse and neglect, teenage pregnancy, juvenile delinquency, and failure in low income urban schools. Among the prepared statements presented is the charge that New York City is conducting a "churning campaign" to artificially reduce the welfare role and cut funds for eligible recipients, several reports describing state and local social services and the effects of funding cutbacks, and information on malnutrition. (CB)

ED 251 168 PS 014 516

Adopt-A-School.
Salt Lake City School District, Utah.; School Volunteers, Inc., Salt Lake City, UT.
PUB DATE- 84
NOTE- 50p.

it looks irregular, incomplete, and unformed. (RH)

ED 251 182 PS 014 715

Flick, Louise H.; McSweeney, Maryellen

Observations of Adolescent Mothers and Their Toddlers: Issues of Measurement.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.

PUB DATE- Aug 84

NOTE- 34p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

GRANT- DHHS-1-R01-PG00136; NIMH-1-R01-MH-36915

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; Blacks; Correlation; Factor Analysis; *Infants; *Interpersonal Communication; *Mothers; *Naturalistic Observation; *Parent Child Relationship; *Rating Scales; Research Methodology; Toddlers; Unwed Mothers

IDENTIFIERS- Attachment Inventory (Schaefer); Clarke Stewart Rating Scales; Teaching Scale (Barnard)

Part of a larger study of adolescent social-cognitive development and its influence on mother/child interaction, this investigation compared three methods of recording observations of mother/child interaction. It also explored correlations between sociodemographic variables and factor scores that summarized interaction variables. The sample consisted of 120 single adolescent mothers, ages 15 to 20, with a firstborn child from 9 to 27 months of age. Subjects, 93 percent of whom were black, averaged 10.5 years of school. Observations of mother/child interaction occurred in the home during a developmentally appropriate teaching task and a period of free play. Four observers were trained for 12 to 15 hours before the project and received a refresher course two-thirds of the way through the data collection. Interobserver reliability was measured at the midpoint and at the end of the data collection year according to two methods. Scores on two of the observation scales were standardized to make them comparable and to remove the bias of systematic scale preference. The methods for recording behavior (Barnard's Teaching Scale, Schaefer's Attachment Inventory, and Clarke-Stewart's Rating Scale), required different degrees of inference by observers and examined different-sized units of data.

textbooks. This information is seen as being useful in setting higher standards for elementary schools, which currently concentrate on teaching skills piecemeal over several grades. Specifically, topics investigated are addition and subtraction with regrouping, multiplication and division facts with numbers 5 through 9, and multiplication and division beyond basic number facts. Results show that the topography of student performance varies across topics and across grades within topics. Implications of findings are that efforts focusing on learning opportunities in the middle elementary grades will be more productive than efforts undertaken at the point of entry into secondary schooling. In particular, it is concluded that students learn most when topics are taught as part of regular instruction, that the margin for school improvement may be more promising in certain segments of a subject (i.e., subtraction and division), and that a dramatic loss of performance occurs when the first teaching of a topic occurs late in the school year. (CB)

ED 251 196 PS 014 730

Richards, Herbert C.; And Others
Moral Reasoning and Classroom Conduct: A Replication.
PUB DATE- Aug 84
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Antisocial Behavior; *Behavior Problems; Behavior Rating Scales; *Elementary School Students; Elementary Secondary Education; Grade 4; Grade 6; Grade 8; Interviews; *Junior High School Students; *Moral Development; *Student Behavior
IDENTIFIERS- Behavior Problem Checklist; *Kohlberg (Lawrence); *Kohlberg Moral Judgment Interview

A replication of earlier research, this study investigates the relationship between moral reasoning and classroom conduct. According to Kohlberg (1978), children who reason at preconventional levels (Stages 1 and 2) would be likely to disrupt a classroom, while children who reason at the conventional levels (Stages 3 and 4) should cause less classroom disruption. Bear and Richards (1981) found that conduct problems declined monotonically

Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Child Advocacy; *Children; *Childrens Rights; Due Process; Family Problems; Formative Evaluation; *Legal Problems; State Programs
IDENTIFIERS- *Child Protective Services; *Fair Hearings; Texas; United States

This project was implemented in 1982 as a result of legal action taken against the Texas Department of Human Resources (DHR) by clients of child protective services (CPS) who alleged that they were not given notice of all services available or of their right to a fair hearing. The goal of the project was to determine whether special fair-hearing policies and practices should be offered to clients, and, if so, how and when. This final report presents a process evaluation of the two-year project's progress toward meeting this goal, describes the methodology used, and concludes that fair hearings should be offered. Major issues addressed by the project, resolutions of these issues, and recommendations about implementing a fair-hearings procedure (Informal Panel Review--IPR) are outlined. The IPR's distinctive features, structure, and function are also outlined. Information about the IPR was distributed to CPS clients in two regions of the state. Structured observations of five IPRs, structured interviews of clients and panel members, questionnaires completed by caseworkers and their supervisors, and a 20 percent random sample of CPS clients were included in an evaluation of a pilot test of the IPR model. The report concludes with recommendations regarding statewide implementation of fair-hearings policy and procedures. A summary of a study of current fair hearing practices in all fifty states and the proposed evaluation of the IPR model are appended. (Author/CB)

ED 251 210 PS 014 744

Reid, Dolores B.
Family Resource System Preventing Unnecessary Foster Care.
PUB DATE- Oct 84
NOTE- 16p.; Paper presented at the Meeting of the National Black Child Development Institute (Chicago, IL, October 10-12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Family; *Child Abuse; *Child Neglect; *Community Information Services; Comparative Analysis; Cost Effectiveness;

understand. (RH)

ED 251 224 PS 014 760

Applegate, Barbara
The CDA: Its History and Professional Value.
PUB DATE- May 84
NOTE- 133p.; Master's Thesis, California State University, Hayward, 1984.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Career Development; *Certification; Child Caregivers; Competency Based Teacher Education; Early Childhood Education; Educational History; Postsecondary Education; *Preschool Teachers; Professional Recognition; Questionnaires; *Self Esteem; *Teacher Attitudes; Training
IDENTIFIERS- California (Alameda County); California (Contra Costa County); CDA; *CDA Credential; Child Development Associate; *Project Head Start

This study investigated whether Child Development Associate (CDA) certificate holders in two San Francisco, California, Bay Area counties (Contra Costa and Alameda) felt that CDA certification had increased their professional self-esteem and career development within Head Start. It was hypothesized that the higher the teacher's level of formal education before certification, the less value she or he would attribute to the CDA certificate. Until recently, California did not recognize the CDA credential. Therefore, it was thought that teachers who held the state Children's Center Permit prior to being required to obtain CDA certification would have more negative attitudes about the CDA certificate than those not holding the state permit. Data were collected through questionnaires and interviews. Generally, CDA certification was reported to enhance professional self-esteem by nearly all of the population surveyed, regardless of prior level of education. CDA certification was reported to enhance career development within Head Start for nearly as many as those surveyed, again regardless of prior level of education. Whether or not the CDA certificate holder had previously acquired the Children's Center Permit and whether or not the CDA certificate holder chose to become certified seemed to have no effect on attitude toward the value of the certificate. (The history of the development of the

were incorporated into the instructional strategies component of the IEP's. Teachers and parents of student participants received individualized instruction in a model learning style environment. Instructional materials and activities conducive to students' individual learning styles were systematically integrated into the classroom and home learning environments. Results showed increases among students in task-attempted and task-completed objectives. Positive program results were further substantiated by a decrease in behaviors inappropriate to the classroom setting. Attainment of teachers' objectives was reflected in an increased use of quiet work areas, learning stations, and moblility experiences within the classroom environments. Parent participants successfully monitored students' completion of activities within home learning environments. It was concluded that the revised instructional strategies component of the IEP's helped develop an organizational perspective in providing services to classified students. Related materials, including instruments and data, are appended. (Author/RH)

ED 251 238 PS 014 781

MacDonald, Jane Cronin
Development and Implementation of a Television Series for Parent Education on Early Childhood Youngsters.
PUB DATE- 84
NOTE- 101p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Child Abuse; Curriculum; Developmental Stages; Discipline; *Early Childhood Education; *Educational Television; Gifted; Home Study; Infants; Interviews; Language Acquisition; Learning Activities; *Parent Education; *Parenting Skills; Parent School Relationship; Preschool Children; *Programing (Broadcast); Self Esteem; Story Telling; Summative Evaluation; Talent; Television Research
IDENTIFIERS- *New Jersey (Dover Township)

This practicum report concerns the creation of a unique, yet universal, instructional tool for the education of parents of young children in Dover Township, New Jersey. With the approval of the local school system in which a cable television studio was located, a total of 11 half-hour shows were introduced. Local, school, and community members with expertise in the field of early childhood

PUB DATE- Jul 84
NOTE- 25p.; Developed by the Vocational/Special Education Cooperative.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Employment; Followup Studies; Postsecondary Education

The booklet reports on a study of 194 former special education students in Pierce County, Washington, who had left school during 1981-84. Questionnaires were completed by parents or guardians to collect eight items of information: (1) the student's handicapping condition while in school, (2) current employment status and job title, (3) current monthly salary range, (4) previous employment status during the past 3 years, (5) previous monthly salary range, (6) current involvement in postsecondary education programs, (7) type of postsecondary program (academic or vocational) and (8) name and location of program. Among conclusions drawn were that handicapped learners have about a 50/50 chance of being employed upon graduating or leaving secondary schools in this county; that 28% of the sample gross less than $4,800 annually and an additional 40% will earn an average wage of $7,200 per year; that 23% of the former students do not work at the present time and have not worked for the past 3 years; and that over 80% reported no involvement with postsecondary education. (CL)

ED 250 855 EC 170 890

Reuter, Jeanette; And Others
Self Injurious and Self Stimulation Behavior in Brain Damaged Children.
PUB DATE- May 84
NOTE- 12p.; Paper presented at the Meeting of the Midwestern Psychological Association (May, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Behavior Modification; Elementary Education; *Neurological Impairments; *Reinforcement; *Self Mutilation; *Severe Mental Retardation; Stimulation; *Stimuli

The effects of three different environmental conditions on the frequency of self-injurious and self-stimulation behavior in 10

ED 250 870 EC 171 107

State Special Education Plan under Part B of the Education for the Handicapped Act (EHA-B) as Amended by P.L. 94-142 for Fiscal Years 1984-1986 with Amendments for Fiscal Year 1985.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

PUB DATE- Jul 84

NOTE- 118p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Compliance (Legal); Confidentiality; *Disabilities; Due Process; Elementary Secondary Education; Equal Education; Handicap Identification; Individualized Education Programs; Private Schools; *Special Education; State Programs; *State Standards; Student Placement; Teacher Education

IDENTIFIERS- *Michigan

The Special Education Services of the Michigan Department of Education has prepared the State Plan for the delivery of special education programs and services starting July 1, 1983 through June 30, 1986 according to guidelines and rules established under Title VI Part B of P.L. 94-142, The Education for All Handicapped Children Act. This plan reflects mandated programs and services for handicapped children in Michigan. Two primary documents are referenced throughout the body of the plan and these are included in the Appendices Section: The School Code of 1976 and the Special Education Administrative Rules. The plan contains 18 chapters which include timelines for the full educational opportunity goal and sections relating to the following content areas required by P.L. 94-142: right to education, priorities, child identification, individualized educational program, procedural safeguards, least restrictive environment, due process, personnel development, participation of private schools, evaluation, and confidentiality. (Author/CL)

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 82
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Eligibility; *Emotional Disturbances; *Individualized Education Programs; Parent Participation; Program Development; Program Evaluation; *Referral; Special Education; *Student Evaluation; *Student Placement; Teacher Role
IDENTIFIERS- Michigan

The manual outlines Michigan's procedures in providing special education services to students with emotional impairments. The first section depicts the special education process, beginning with pre-referral intervention strategies and referral and proceeding to evaluation, the individualized educational planning committee (IEPC) meeting, delivery of programs and services, the individual education plan (IEP) review, and 3-year reevaluation. Additional considerations in the process are parent involvement, eligibility, and the multidisciplinary evaluation team report. Subsequent sections focus on the following topics: classroom programs, site selection, and design; the classroom teacher (certification, roles); teacher consultants; performance objectives (relationship to IEPs); support services; homebound and hospitalized services; transportation; alternatives to suspension; and program evaluation. Among appendixes is a sample multidisciplinary evaluation team report form. (CL)

ED 250 886 EC 171 123

Program Suggestions for Speech & Language Services. The Special Education Process in Michigan.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 82
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

resource based approach are noted. Informal supports, such as neighbor or family help, group religious activities, and neighborhood clubs are discussed, and their value to families with developmentally disabled members is emphasized. Obstacles to development of informal supports are noted, and the importance of helping disabled persons develop and maintain informal support relationships is underlined. A series of recommendations regarding formal and informal support systems concludes the report. (CL)

ED 250 901 EC 171 139

Kozlowski, Ronald E.; And Others

Future Directions in Administrative Structure and Finance Prerequisites for Community-Based Service. Position Paper No. 5.

Ohio State Univ., Columbus. Herschel W. Nisonger Center.

SPONS AGENCY- Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.

PUB DATE- Feb 84

NOTE- 33p.; Funding was also provided by the Ohio Developmental Disabilities Council. Prepared by The Finance Subcommittee Deinstitutionalization Task Force. For related documents, see EC 171 135-138.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Deinstitutionalization (of Disabled); *Developmental Disabilities; *Financial Policy; Models; Planning; *Program Administration; Program Development; State Aid; State Programs; *Statewide Planning

IDENTIFIERS- *Ohio

The fifth in a series of position papers on deinstitutionalization of persons in Ohio with developmental disabilities, this paper addresses administrative structure and finance requirements. The introductory section suggests the need for new administrative and fiscal models to keep pace with changes in service delivery strategies. The importance of basing fiscal and administrative decisions on sound programmatic principles is emphasized. The current administrative structure in Ohio and a proposed framework which would more clearly define functions and functional relationships at local and state levels are contrasted. Current funding mechanisms are then described, and national trends addressing the equity issue are noted. A series of financial

Adiv, Ellen

Native Speaker Reactions to Errors Made by French Immersion Students.

Protestant School Board of Greater Montreal (Quebec). Instructional Services Dept.

SPONS. AGENCY- Quebec Dept. of Education, Quebec.

PUB DATE- Jul 82

NOTE- 42p.; For related documents, see FL 014 061 and FL 014 653-656. Summaries in both French and English appear in the document.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Error Patterns; Foreign Countries; Form Classes (Languages); *French; Grammar; Immersion Programs; *Language Attitudes; *Language Proficiency; *Native Speakers; *Second Language Learning; Syntax; Verbs; Vocabulary

IDENTIFIERS- Quebec (Montreal)

In a study of the relative importance native speakers of French attach to different types of errors produced by second language learners, 231 native French speakers listened to 50 pairs of deviant sentences to determine which sentence in each pair contained a more serious error. The sentences contained 20 different types of errors grouped into five categories, four pertaining to grammatical features (verb errors, confusion of forms, omission, and wrong word order) and one with vocabulary-related items. Results in these error categories were compared, and it was found that inappropriate vocabulary, verb errors, and incorrect word order were considered more serious than omissions and confusion between forms belonging to the same grammatical class. Substitution of "etre" for "avoir" was considered more serious than other verb errors. Confusion of "a" and "pour" prepositions was considered more serious than other preposition confusions and more serious than pronoun confusion or masculine-feminine determiner confusion. Omission of reflexive pronouns and determiners was considered more serious than omission of prepositions and direct pronouns. Misplacement of negative particles was considered the most serious error of word order, with misplacement of object pronouns following. Results also suggest that socioeconomic class and educational background may influence native speaker judgment. The appendix provides the 50 pairs of deviant sentences. (MSE)

ED 250 916 FL 014 655

school's bilingual education program and examine the process and effects of bilingual teacher development efforts, but it refocused on program change due to reduction in federal funding. A literature review explores materials relating to the process of change, staff development and school change, and bilingual programs. A description of the program in question, exploring key factors in program change, follows. The program is in a recently urbanized community east of Los Angeles that is almost half Mexican American. Data were collected from documents, observation, and interviews. Three approaches of organizational change, including the empirical-rational, normative-reeducative, and power-coercive approaches, were applied to the process experienced by the school when funding was removed. It is concluded that the approaches to change used by the school's administration, and particularly by the principal, included changes in attitudes, values, skills, and significant relationships as well as in knowledge and intellectual rationales. Elements of all three approaches played a part in the school's experience. Specific aspects of the staff development process and their role in the change process are examined, and the significance of the teacher-aide relationship in this situation is discussed. (MSE)

ED 250 929 FL 014 677

Fernandez, Elizabeth M.; And Others
Directory of Languages Spoken by Students of Limited English Proficiency in New York State Programs.
New York State Education Dept., Albany. Bureau of Bilingual Education.
PUB DATE- 84
NOTE- 25p.
AVAILABLE FROM- University of the State of New York, State Education Department, Bureau of Bilingual Education, Albany, NY 12234
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; Elementary Secondary Education; *Foreign Countries; *Immigrants; *Languages; *Limited English Speaking; *Public Schools; State Surveys
IDENTIFIERS- *New York

A directory of languages spoken by limited English proficient public school students in New York State, developed as a resource for school districts providing services to pupils with native

Understanding this language unites not only the players but all Afro-Hispanics in the region as one speech community. The play-ritual language is based on the participants' native language, a variety of Spanish, but it also distinguishes the Afro-Hispanic population at the rivers' mouths from the up-river Hispanic-Indigenous people with whom they otherwise share Spanish. It is learned by children in the same sociolinguistic process by which the base language is learned. Although it is intended in the play to conceal meaning, it allows for an interpreter to assure that a social message is communicated. The majority of players now have no conscious association between the play and historical past. Semantic and syntactic processes of the language suggest links with creole and West African languages, and are significant among ritual-play languages for their structure and semantic contrasts. (MSE)

ED 250 943 FL 014 700

Romo, Harriet
Senora Mercedes: A Mexican Immigrant Parent. Sociolinguistic Working Paper Number 86.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 81
NOTE- 41p.; For other titles in this series, see FL 014 699-705 and FL 014 707.
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Discourse Analysis; *Educational Attitudes; *Immigrants; Interviews; *Mexican Americans; *Parent Attitudes; *Parent School Relationship; Persuasive Discourse; Sociolinguistics

Discourse analysis of an interview with a Mexican American immigrant mother concerning her children's education in the United States and her relationship with the school provides an understanding of the adaptations of an immigrant in organizational relationships and how language reflects and influences those interactions. The model of discourse analysis used is concerned with the way participants choose from a range of language strategies and manage the discourse. Senora Mercedes uses four

NOTE- 203p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alphabets; *American Indians; *Cultural Awareness; *Daily Living Skills; Elementary Secondary Education; *Family Life; Interdisciplinary Approach; *Language Arts; Mastery Learning; Pronunciation; Public Schools; Rural Environment; *Social Studies; Teacher Evaluation; Urban Environment; Urban Schools; Vocabulary
IDENTIFIERS- Oneida (Tribe); Sioux (Tribe); Winnebago (Tribe)

This set of curriculum materials geared to Oneida, Sioux, and Winnebago cultures represents a response to a need to modify the Chicago public school curriculum for use with Indian children as more American Indian groups moved to the city, and is designed to integrate specific cultural content into language arts and social studies curricula. Suggested activities are provided to give the teacher a framework within which to implement a program directly related to the characteristics and needs of these populations. The materials and guidelines are based on mastery learning techniques. The guide is divided into three main parts, one for each group. Each part consists of: (1) a section outline; (2) a pronunciation key and (in the case of Oneida) notes on the alphabet; (3) vocabulary lists; (4) four topical sections (the child, the family, and the school; the necessities of life--food, clothing, and shelter; urban and rural life of the community worker; tribal culture), and (5) an appendix with related materials (pupil evaluation materials for the Oneida, tribal and linguistic order information for the Sioux, and useful expressions for the Winnebago). A bibliography is appended. (MSE)

ED 250 958 FL 014 743

Curriculum Guide for Assyrian Language Arts. Reading Guide, Part One, Primary Levels A,B. Working Draft.

Chicago Board of Education, Ill. Dept. of Curriculum.

PUB DATE- 77
NOTE- 193p.; For related document, see FL 014 740.
LANGUAGE- Assyrian
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Limited English Speaking;

AVAILABLE FROM- University of North Carolina, Commission on Higher Education Facilities, 910 Raleigh Road, Chapel Hill, NC 27515-2688.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); Capital Outlay (for Fixed Assets); *Classrooms; *College Buildings; Community Colleges; *Facility Utilization Research; Higher Education; *Institutional Characteristics; Private Colleges; *Space Utilization; State Colleges; *State Surveys
IDENTIFIERS- *North Carolina; Public Colleges

Results of the 1982 North Carolina Higher Education Facilities Inventory and Utilization Study are presented. Tabular data and narratives appear under four general headings: utilization of instructional space, interior space characteristics, building characteristics, and accessibility of facilities. Statistics for private institutions are shown by group, while individual state college data are provided. Information is included on: capacity/enrollment ratio, assignable square feet of academic facilities per full-time equivalent student, average weekly room hours of instruction in classrooms and class laboratories, average weekly use of student stations in classrooms and class laboratories. Interior space characteristics and accessibility are covered for the following subprograms: instruction, research, and public services; academic support; student service and physical plant operations; and institutional administration and independent operations. Additional information covers: building ownership, capital investment for residential and nonresidential buildings, the condition of buildings, and estimated cost to renovate or replace buildings. An institutional index is included. (SW)

ED 250 972 HE 017 757

Powell, J. P., Comp.
Higher Education: A Select Bibliography. Vol. 4: 1976-83 and Supplement to Vol. 1.
Higher Education Research and Development Society of Australasia, Sydney. (Australia).
REPORT NO.- ISBN-909528-33-0
PUB DATE- Jun 84
NOTE- 178p.
AVAILABLE FROM- Higher Education Research & Development Society of

college matches expectations; how parents expect their children's college education to be financed and their savings programs; and attitudes toward various possible savings and tax incentive plans among both parents and the public at large. A nationwide cross-section of 2,000 men and women, 18 years old and older, was interviewed individually in two waves: October and November 1983 and in December 1983. This resulted (in the October/November wave) in interviews with 551 parents who had college-bound children. The questions on college plans and financing were included as proprietary tack-on questions in two "Roper Report" studies (public opinion research). The two questionnaires are included, along with summaries of the study findings. Information on the sampling methodology is included. (SW)

ED 250 986 HE 017 838

Park, Denise Coris; Maisto, Albert A.
Assessment of the Impact of an Introductory Honors Psychology Course on Students: Initial and Delayed Effects.
PUB DATE- Mar 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (March 1984). Some pages may not reproduce well due to faint print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *College Students; Comparative Analysis; Departments; Followup Studies; Higher Education; *Honors Curriculum; *Introductory Courses; Program Evaluation; *Psychology; Questionnaires; *Student Adjustment
IDENTIFIERS- *University of North Carolina Charlotte

The impact of a departmental honors program in psychology was evaluated at the University of North Carolina, Charlotte. Attention was focused on the impact of the introductory honors course on students' academic performance and adjustment. Students were selected for the honors program based on predicted grade point average, which was based on four variables: high school rank, verbal and math Scholastic Aptitude Test (SAT) scores, and race. Data were collected initially and up to 2 years after the course to determine short- and long-term effects. Students' responses to a questionnaire were compared to those of a control group matched for to implement affirmative action programs for minorities and women unless older faculty are forced to retire. The Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF) recently surveyed retired annuitants. It was found that 85 percent of participating colleges and universities ignored the exemption, and only 21 percent of annuitants had been forced to retire because they had reached the mandatory retirement age. TIAA-CREF found that male faculty/administrators who were retired had an average retirement income of $30,000, while female faculty/administrators were retired on an average income of only $20,000. The American Federation of Teachers and the National Education Association oppose the exemption for tenured faculty. (SW)

ED 251 000 HE 017 858

Foreign Students and Institutional Policy: Toward an Agenda for Action. A Report of the Committee on Foreign Students and Institutional Policy.

American Council on Education, Washington, D.C.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 82
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Admission; *College Students; *Enrollment Trends; Federal Aid; *Foreign Students; Higher Education; Majors (Students); *Public Policy; *School Policy; Student Exchange Programs; *Student Personnel Services
IDENTIFIERS- Canada; Foreign Educational Credentials; France; United Kingdom; United States; USSR; West Germany

The costs and benefits of enrolling foreign students at U.S. colleges and universities and implications for institutional policy are discussed in 5 chapters. In chapter 1, information is presented on: numbers of foreign college students in the United States, the national origins of foreign students, the location of foreign students in the United States, the institutions foreign students attend, and their fields and levels and study. Foreign student policies in the following countries are described in chapter 2: France, the United Kingdom, the Federal Republic of Germany, Canada, and the Soviet Union. United States policy toward foreign students is covered in chapter 3, with attention to: federal support for student exchange; additional federal support;

Trainees are screened for six mental abilities that correlate with success in this position: memory, learning speed, logical reasoning, divergent thinking, convergent thinking, and affinity for numbers. As of 1981, about one-third of the bank's trainees had majors in the humanities; over two-thirds had majors in liberal arts and sciences disciplines. Success on the job had a negative correlation with collegiate education: sixty percent of the most successful managers held only bachelor of arts degrees, while a similar percentage of the least successful managers had master's of business administration degrees. It is concluded that hiring students with diverse academic backgrounds and then providing specialized training are effective in an organization having a wide variety of jobs and career paths. Focusing on specific mental abilities is critical for recruiting, training, and job success. Some skills are needed by the job applicant at the time of recruitment (logical reasoning ability) while other skills can be developed through training. (Author/SW)

ED 251 014 HE 017 875

Cavoti, Nicholas J.

A Comparison of Educational Outcomes for Business and Humanities Majors.

Association of American Colleges, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Apr 83

NOTE- 17p.; Paper presented at a conference sponsored by the Association of American Colleges and the National Endowment for the Humanities (Princeton, NJ, April 27-29, 1983). For related documents, see HE 017 872-879.

AVAILABLE FROM- Office of National Affairs, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alumni; *Business Administration Education; Cognitive Processes; *College Graduates; Comparative Analysis; Educational Benefits; *Education Work Relationship; Graduate Surveys; Higher Education; *Humanities; *Majors (Students); *Outcomes of Education; Student Attitudes; Student Development

Outcomes of college attendance for business and humanities majors were compared. Two assessment instruments developed by the American

Financial management at colleges and universities is considered in four articles based on presentations to a national conference at the University of Arizona. In "The Revolution in Financial Management in U.S. Higher Education," George Keller discusses changes that affect the administration of finances in academia, including demographic changes, the new place of the United States in the world economic marketplace, technological developments, and the changing structure of higher education. Frederick R. Ford's article, "Administration and Assessment of the Financial Plan," identifies budgetary and nonbudgetary factors that influence final results achieved by an institution, and factors influencing good budget management. William E. Vandament's article, "The Role of Financial Management in Institutional Administration," discusses purposes of financial management and a classification scheme for the sets of activities comprising financial management, along with the integration of financial plans. Finally, in "Recent Research on Incentives in Institutions of Higher Education," Stephen A. Hoenack reviews the research on the use of incentives in colleges and universities, and specifically the use of the responsibility budgeting system at public institutions. (SW)

ED 251 028 HE 017 893

Quincy, Lynn
Trends in Student Aid: 1980 to 1984.
College Entrance Examination Board, Washington, D.C.
PUB DATE- 84
NOTE- 13p.; For related document, see ED 238 379.
AVAILABLE FROM- College Entrance Examination Board, 1717 Massachusetts Avenue, N.W., Suite 404, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; *Federal Aid; Grants; Higher Education; Private Colleges; Resource Allocation; *State Aid; State Colleges; Student Costs; *Student Financial Aid; Student Loan Programs; Trend Analysis; Two Year Colleges; Universities
IDENTIFIERS- College Costs

Student financial aid trends for 1980 to 1984 are described in a narrative summary and statistical tables and graphs. Information is provided on 1984-1985 estimated student aid by source

investments, and the planning and implementation of the energy management program. Definitions of energy audits and analysis and a glossary of technical and financial terms are included. (SW)

ED 251 042 HE 017 907

Aguilar-Gaxiola, Sergio; And Others
The Structure of Self-Perceived Quality of Life of Men and Women Graduate Students.
PUB DATE- Nov 84
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Graduate Students; Higher Education; Individual Development; Leisure Time; *Life Satisfaction; Productivity; *Quality of Life; Self Evaluation (Individuals); *Sex Differences; *Student Attitudes

Self-perceived quality of life (QOL) was studied using data collected by Carter (1984) on 56 men and 83 women psychology graduate students. Attention was directed to QOL, adjustment, and stress in the study population. Life component satisfaction ratings were multiplied by the importance ascribed to them by the respondents. Life component scores for men and women were factor analyzed separately. The use of correlation and covariance matrices led to similar results. A high level of similarity between men's and women's QOL structures in four factors was found. Active use of leisure time was an important structural component for both men and women, despite a negative association with having and raising children in women. Personal development was another common structural component for men and women, although this involved a relationship with a spouse or member of the opposite sex for women and relationship with relatives for men. Involvement in the community was another common component: for women it was associated with self-expression, while it was related to work for men. Finally, a productivity component was revealed for both men and women. For men, it described the classical good provider role, while for women, it was associated with personal health and safety. (Author/SW)

Relationship; *Leadership Styles; Middle Management; Peer Evaluation; *Peer Influence; *Professional Recognition
IDENTIFIERS- Public Colleges; Research Universities

The variables that distinguish between deans characterized by colleagues and superiors as "most influential" and deans who were "least influential" among colleagues were studied. The sample of deans managed academic units in five public universities in the west, all meeting the Carnegie classification of "Research I" universities. Agendas and minutes from meetings of the deans' council over the previous year revealed the issues deans dealt with and how they were handled. Other questions focused on contacts and unit resources. The Influence Style Questionnare was used to evaluate behavior expected in a situation where lateral and upward influence attempts occur. Four influence styles were assessed that involve reward and punishment, participation and trust, common vision, and assertive persuasion. Three deans at each university were rated by colleagues and superiors as most or least influential, using a paired-comparison technique. Colleagues and superiors were most influenced by the deans' behavior and their resources. The most influential deans had more contact with both colleagues and superiors. There were differences between the most and least influential deans in the use of reward and punishment and in assertive persuasion styles. (SW)

ED 251 056 HE 017 922

Felicetti, Daniel A.
The Search Process: The Candidate's Perspective on Avoiding Common Institutional Errors.
PUB DATE- 30 Oct 84
NOTE- 26p.; Paper presented at the Conference on Postsecondary Education sponsored by the Association for the Study of Higher Education and the American Educational Research Association Division J (San Francisco, CA, October 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Selection; *College Presidents; Committees; Employment Interviews; Higher Education; *Job Applicants; Needs Assessment; *Personnel Policy; *Recruitment
IDENTIFIERS- *Search Committees

Ways that presidential search committees of colleges can avoid libraries contains: "Statement of Principles on Academic Freedom and Tenure Adopted by the American Association of University Professors", including the "Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank, and Tenure for College and University Librarians" (reprinted from College and Research Libraries News, September 1973); "Tenure for Professional Librarians" (The University of Alberta); "Report of the Committee on Performance Evaluation, Promotion, and Tenure" (University of Florida Libraries); "Ad Hoc Committee on Professional Criteria--Final Report" (Indiana University Libraries); "Library Committee on Academic Promotion and Tenure" (Pennsylvania State University); and "Appointment and Promotion of Librarians" (University of Washington). An evaluation form for this Systems and Procedures Exchange Center (SPEC) kit is included. (THC)

ED 251 070 IR 050 892

Collection Development Organization and Committees. SPEC Kit 11.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Sep 74
NOTE- 122p.; Best copy available; several pages contain blurred or broken type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Budgeting; Committees; Higher Education; *Library Acquisition; *Library Collections; Library Expenditures; Library Surveys; Occupational Information; *Policy Formation; *Research Libraries; Resource Allocation; *Staff Development; Statistical Surveys
IDENTIFIERS- Association of Research Libraries; Organization Charts

This kit focuses on information that is useful for starting a collection development program. It contains 7 position descriptions, 10 documents on the role of committees, 4 organization charts, 5 documents on the organization of functions, and an analysis of a Systems and Procedures Exchange Center (SPEC) collection development survey. The survey, which was mailed to the 90 members of the Association of Research Libraries (ARL) in 1974, gathered information on the organization of the collection development function and the content of collection development policies in ARL libraries. Results from 60 responding libraries

ED 251 084 IR 050 906

Gifts & Exchange Functions. SPEC Kit 28.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Aug 76
NOTE- 133p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; Library Surveys; *Library Technical Processes; Methods; *Occupational Information; *Policy; Position Papers; *Research Libraries; Tables (Data)
IDENTIFIERS- *Gifts and Exchange Functions

This collection contains data from a 1976 survey on organization, staffing, and operation of the gifts and exchange functions of member libraries of the Association of Research Libraries (ARL) and 26 primary source documents. Source documents in the kit include: (1) annual reports from Columbia University, University of North Carolina, and Ohio State University; (2) policies for the gifts and exchange functions from Columbia University, University of Alberta, Ohio State University, University of Pittsburgh, and Purdue University; (3) procedures for gifts and exchange functions from Georgetown University, Indiana University, McGill University, University of Massachusetts, Notre Dame University, Stanford University ("Barter Exchange--Ordering From Publishers" and "Receipt, Acknowledgement, and Disposal"), Tulane University, University of Utah, University of Virginia ("Inter-Office Correspondence re Duplicate Exchange Program Costs to Alderman Library" and "Exchange Section/Alderman Library"), and University of Washington; and (4) position descriptions from Colorado State, University of Hawaii, McGill University, University of Michigan, and Notre Dame University. (THC)

ED 251 085 IR 050 907

ED 251 099 IR 050 921

Automated Circulation. SPEC Kit 43.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Apr 78
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - General (140) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Administration; *Library Automation; *Library Circulation; *Library Personnel; *Library Planning; Library Surveys; Library Technical Processes; Management Information Systems; Research Libraries; *Systems Analysis

Of the 64 libraries responding to a 1978 Association of Research Libraries (ARL) survey, 37 indicated that they used automated circulation systems; half of these were commercial systems, and most were batch-process or combination batch process and online. Nearly all libraries without automated systems cited lack of funding as the reason for not automating. This collection of documents comprises: (1) a detailed survey response analysis; (2) four planning documents including a systems analysis and design study from Colorado State University and a project definition from University of Wisconsin/Madison; (3) two descriptions of conversion activities from Iowa State University and University of North Carolina; (4) two reports from Rutgers University on the effects of automated acquisitions on library operations and staffing (one concerning staffing requirements); (5) four descriptions of uses of systems management information for library use studies and collection development purposes, one from Virginia Polytechnic Institute and State University, one from University of Connecticut, and two from Washington University; and (6) three policy statements on confidentiality and access to circulation records, from University of Michigan, Iowa State University, and Rutgers University respectively. This collection is introduced by a concise summary which discusses conversion and training; effects on organization and staffing, library operations and use, and management information; and general systems evaluations. (THC)

DESCRIPTORS- *Academic Libraries; Community Support; Higher Education; Information Needs; *Library Acquisition; *Library Collections; Library Facilities; *Library Services; Library Surveys; Methods; Position Papers; *Research Libraries

A 1979 Systems and Procedures Exchange Center (SPEC) survey on special collections in Association of Research Libraries (ARL) institutions focuses on centralized departments that handle rare books, manuscripts, archives, and author-subject collections. Statistical results from 66 survey replies reporting on the staffing, size, and expenditures of special collection departments are presented in this kit. The kit comprises: (1) goals and objectives, guidelines, and policies for collection development from University of Tennessee-Knoxville, University of Washington, Iowa State University, Princeton University, Colorado State University, State University of New York-Stony Brook, McMaster University, and Stanford University; (2) use policies and procedures from University of Cincinnati, Texas A&M University, University of North Carolina-Chapel Hill, Brown University, and Yale University; (3) descriptions of facilities and housing from the National Library of Canada, Emory University, Duke University, and University of Cincinnati; and (4) reports on projects for fostering support and use from Washington University, Brown University, University of Wisconsin, Massachusetts Institute of Technology, and State University of New York-Buffalo. The concise summary that introduces the collection is based on narrative replies and documents received in response to the 1979 SPEC survey on roles and functions of special collections, maintenance, housing, user services, and trends and issues. (THC)

ED 251 113 IR 050 935

Goals and Objectives. SPEC Kit 58.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Oct 79
NOTE- 108p.; Update of IR 050 896.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Administration; *Library Planning; *Library Role; *Organizational

increased attrition, reduction of labs, increased demands on faculty, lower academic performance, increased rates of course repeats, harm to disadvantaged populations, slower student goal completion, reduction of the transfer rate, and ultimate increased costs to the state. The most obvious options for providing the financial support needed to maintain tutoring programs are through differential funding or generation of average daily attendance. (LAL)

ED 251 127 JC 840 560

McIntyre, Chuck
Information on Transfer Education.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Oct 84
NOTE- 14p.; Paper presented at a Meeting of Board of Governors of the California Community Colleges (Long Beach, CA, October 25-26, 1984). Document contains broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Transfer Students; Community Colleges; *Educational Trends; *Enrollment Trends; *Minority Groups; Postsecondary Education; Research Needs; State Surveys; State Universities; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *California; *Reverse Transfer Students

In response to requests for information on transfer education in California, this report examines the number and rate of transfers from two- to four-year institutions, the ethnicity of transfer students, the academic performance of transfers, and questions remaining to be answered. After a summary of major study findings and background material, the report summarizes data related to the number of transfers; trends and changes in transfer activity over time; the potential for measuring the rate of transfer; differences among individual community colleges; the number, characteristics, and motives for "reverse" transfer; the underrepresentation of racial and ethnic minorities among transfer students; and the performance of transfer students at four-year colleges. Highlighted findings include: (1) in 1983-84, California community colleges transferred between 60,000 and 70,000 students to four-year institutions; (2) over the past 20 years, the number of transfer students has fluctuated due to factors such as changes in the numbers of high school graduates and college full-time enrollments,

Data (110)
DESCRIPTORS- Administrator Characteristics; *Administrators; Age; *College Faculty; *Community Colleges; Counselors; Educational Attainment; Employment Experience; Females; *Full Time Faculty; Librarians; Males; Part Time Faculty; *School Personnel; State Surveys; Teacher Characteristics; Tenured Faculty; Two Year Colleges
IDENTIFIERS- *Illinois

Data on Illinois community college faculty and staff characteristics are presented and analyzed in this report for fall 1983. Tables provide statistics on faculty and staff employment classification by college; full-time employment classification by sex and ethnic origin; full-time teaching faculty by highest degree held, age, sex, tenure status, and years of service; years of related work experience of occupational full-time teaching faculty; primary teaching area of full- and part-time teaching faculty; full-time academic support personnel by highest degree held, sex, age, and years of service; and full-time adminstrative personnel by highest degree held, age, sex, and years of service. Summary findings included the following: (1) during the fall 1983 term, 17,640 personnel were employed by the Illinois community college, including 11,494 full-time staff members; (2) teaching faculty and academic support personnel appeared to be quite stable, with many personnel over 40 years of age, tenured, and having been employed at their respective colleges over 10 years; (3) most employment classifications, with the exception of clerical and custodial areas, showed a fairly even distribution of males and females, though more men than women were employed as administrators and full-time teaching faculty; and (4) the overall distribution of full-time personnel by racial/ethnic categories was similar to the student population distribution. (LAL)

ED 251 141 JC 840 603

Orsak, Charles G., Jr.
Writing a Grant Proposal--The Proposal Document. Eight Modules.
Navarro Coll., Corsicana, Tex.
PUB DATE- 15 Nov 84
NOTE- 351p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

College (MATC) to determine student evaluations of district functions, services, and facilities and to construct a profile of MATC students. The survey instrument was administered in class to students attending day and evening centers of the district. Usable responses were obtained from 8,125 students. Survey findings, based on responses from 23% of total district evening enrollments (N=4,722) and 19% of day enrollments (N=3,403), included the following: (1) 52% of the MATC students were female, 34% were attending full-time, their median age was 27.7 years, 39% were married, 9% had less than a high school diploma, 10% had a bachelor's or graduate degree, 77.6% were white, 15% were black, and 39% were employed full-time; (2) among both day and evening students, the main reason for attending MATC was to earn an associate degree; (3) the percentage of unemployed students decreased from 35% in 1983 to 31% in 1984; (4) student evaluations in 1984 did not differ significantly from 1983 evaluations for the district as a whole, for day or evening students, or by campus/center attended; (5) the areas receiving the highest ratings were treatment by instructors and the applicability of courses to student needs; and (6) the two lowest mean response items concerned athletic activities and recreation facilities. The survey instrument and data tables showing responses by population sub-groups are appended. (LAL)

ED 251 155 JC 840 629

Lucas, John A.
Longitudinal Study of Performance of Students Entering Harper College, 1973-1983. Volume 13, Number 3.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 23 Nov 84
NOTE- 19p.; For a related document, see ED 237 157.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Age; Community Colleges; *Educational Trends; Grade Point Average; Grading; Longitudinal Studies; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students

A longitudinal study was conducted at William Rainey Harper College (WRHC) to provide basic institutional data about student

AVAILABLE FROM- School Volunteers, Inc., Salt Lake City School District, 440 East First South, Salt Lake City, UT 84111 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- *Business Responsibility; Check Lists; Cooperative Programs; *Coordinators; Elementary Secondary Education; Guidelines; Needs Assessment; Publicity; *Public Schools; Questionnaires; Resource Materials; *School Business Relationship; *Volunteers
IDENTIFIERS- *Adopt A School; Critical Analysis; Utah (Salt Lake City)

Included in this document are various materials related to the Adopt-A-School Program of the Salt Lake City, Utah, public school district. Contents consist of correspondence, a journal article, program materials, assessment materials, a handbook for company coordinators, newspaper articles, various questionnaires, and a list of companies that have participated in the program. Concluding that business would do well to improve internally before moving aggressively into education, Howard Ozmon's journal article, "Adopt-A-School: Definitely Not Business as Usual," points out "mythic" aspects of rationales for direct involvement of business in education and provides evidence that companies actually do seek to influence and direct school activities. Program materials included provide guidelines for participant selection, early planning, and later planning and preparation; pitfalls and projects are described. Questionnaires concern community resource assessment, school needs assessment, program implementation, and needs assessment for the school/business partnership program. The volunteer coordinator handbook provides background materials on the program; specifies aspects of the role of the company coordinator; lists steps in adopting a school; and includes checklists and related materials for informing and recruiting volunteers, orientation, and ongoing communication. (RH)

ED 251 169 PS 014 603

New Forms of Pre-School Education. Final Report of a Study Group Meeting (New Delhi, 25-30 April 1983).
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Results of factor analyses of the child and maternal data were reported separately for each of the instruments and then comparatively for all three instruments. Few sociodemographic variables were correlated with instrument factors or items. Conclusions discussed the overlapping relationships between the scales and the contribution of each to efforts to describe maternal/child interaction. (CB)

ED 251 183 PS 014 716

Title XX Services--Background Paper. A Working Paper Examining Facts, Issues, and Local Impact of Changes in Federal Policies on and Funding of Human Services. Title XX Services Release #1.

Human Services Data Sharing Project--Monroe County, Rochester, NY.

PUB DATE- Oct 82

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Block Grants; *Budgeting; Day Care; *Federal Government; Local Government; Low Income Groups; *Retrenchment; *Social Services; *Urban Areas; Visiting Homemakers

IDENTIFIERS- Child Protective Service; *New York (Monroe County); *Social Security Act Title XX

One of a series of background papers on the effects of new federal approaches to human services in Monroe County, New York, this paper examines the facts, issues, and local impact of changes from 1981 to 1982 in federal funding of Title XX. The document begins with an overview of the program area, including description of the historical background of Title XX, statistics on services offered, the planning process mandated by New York State, federal revenues supporting the program, and Monroe County's expenditures for each service area. Next described are changes in federal fiscal year 1982 due to the establishment of the Social Services Block Grant and partial ameliorations of decreased funding and requirements by actions of the state government. Next, further changes expected in 1983 as a result of the reduced funding request made by the Reagan administration are outlined. As subsequently described, the effects of changes for clients in fiscal year 1982 included reduced services in the areas of day care, home support, and child protective services. Issues of local policy options, conflicting state mandates, and possible future focii of the Human Data Sharing (almost linearly) with advances in moral reasoning for a sample of middle class Iowa fourth graders. These findings were consistent with theoretical expectations. In this replication of Bear and Richard's study, 87 fourth, sixth, and eighth graders from lower class homes in rural western Virginia were assessed according to Kohlberg's interviewing procedure. Classroom behavior was assessed by teacher reports on the Conduct Scale of the Behavior Problem Checklist. In most respects, results accorded well with the views of Kohlberg and replicate those of Bear and Richards. Level of moral reasoning increased with age, and conduct ratings were strongly influenced by sex and social class. However, the predicted monotonic trend between moral reasoning and conduct emerged only for boys; low-reasoning girls exhibited few behavior problems. (Author/CB)

ED 251 197 PS 014 731

Fiene, Richard J.; Woods, Lawrence

Theory of Compliance: Indicator Checklist Statistical Model and Instrument Based Program Monitoring Information System.

PUB DATE- Aug 84

NOTE- 56p.; For related documents, see PS 014 728 and PS 014 732-733.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Check Lists; *Compliance (Legal); *Day Care; Early Childhood Education; Educational Assessment; Educational History; *Educational Quality; Models; *Predictor Variables; Theories

IDENTIFIERS- *Child Development Program Evaluation; *Instrument Based Program Monitoring; Pennsylvania; Program Monitoring; Regulatory Evaluation

Two unanswered questions about child care are: (1) Does compliance with state child care regulations have a positive impact on children? and (2) Have predictors of program quality been identified? This paper explores a research study and related model that have had some success in answering these questions. Section I, a general introduction, highlights some major forces within the child care field that appear to be shaping program monitoring and regulatory efforts in the United States. Section II describes Pennsylvania's instrument-based program monitoring information system (the Child Development Program Evaluation System). Section III provides a brief history of the state's experience with the

Delivery Systems; Foster Care; Networks; Program Descriptions; Public Agencies; *Social Services; *Welfare Services
IDENTIFIERS- Ohio (Montgomery County)

Montgomery County Children's Services, which provides public child welfare services in Dayton, Ohio, has instituted a family resource system to better serve and reduce the number of black children placed in foster care. The agency is mandated to receive and investigate child abuse and neglect complaints and to provide support services. The system is organized around three levels of objectives: (1) to meet emergent needs and link families with basic resources such as food, clothing, and shelter; (2) to enhance families' abilities to tap into existing resources (such as information referral and counseling) and to assist in families' use of community educational, social, and concrete income services; and (3) to educate the community about the needs of vulnerable children and their families with the objective of developing innovative assistance approaches. This document provides a brief description of the agency and lists activities conducted to achieve the agency's mandate, obtain necessary community support, and re-orient the child welfare system toward a family support system. Direct service efforts and community education and involvement efforts are described, and the family resource system and the rationale for system development are discussed. Data on service provision from 1978 to 1985 are reported along with a comparison of costs in substitute care from 1978 through 1983. The text notes that client studies suggest a family resource system is a cost-effective approach to reducing the use of substitute care. (RH)

ED 251 211 PS 014 745

Miller, Michael D.
Childhood Obesity: Prediction and Prevention.
PUB DATE- Mar 84
NOTE- 35p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Etiology; Literature Reviews; *Obesity; *Predictor Variables; *Prevention; Research Needs; Research Problems; Theories
IDENTIFIERS- Breastfeeding

CDA from inception to the present is also described; related materials, including data collection instruments, are appended.) (Author/RH)

ED 251 225 PS 014 763

Nelson-Le Gall, Sharon; Glor-Scheib, Susan
Academic Help-Seeking and Peer Relations in School.
PUB DATE- 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Elementary Education; *Elementary School Students; Friendship; *Helping Relationship; *Mathematics; Naturalistic Observation; *Peer Relationship; *Reading; *Social Behavior
IDENTIFIERS- *Help Seeking; Social Desirability

This study investigated the relationship between peer relations and help-seeking behavior. Seventy-four subjects, predominately black boys and girls, were drawn from the third and fifth grades. A roster-rating sociometric scale was used to obtain measures of children's perceived academic competence, desirability as a helper, and friendship status in their reading and math classes. Intensive naturalistic observation of a subset of these children in their classrooms provided data on actual help-seeking behavior. The relationship between peer relations and academic help-seeking was found to vary with the target of the help-seeking overture and with the type of help requested. The helper's perceived academic competence and friendship status were important determinants of help seekers' liking of their helpers, but the impact of these factors differed for boys and girls. In reading classes, significant negative correlations were found between instrumental help-seeking and competence ratings received from both same- and opposite-sex classmates. In math classes, however, frequency of instrumental help-seeking was not related to any of the peer sociometric ratings. (Author/RH) were interviewed by the author. Interviews were taped in the studio and on location to add depth to the program content. The areas of discipline, curriculum, child abuse, giftedness and talentedness, storytelling, home learning activities, computers, speech and language, self-esteem, and the developmental stages of children were examined. In a field test of the effectiveness of the series, groups of students, teachers, school administrators, and others interested in early childhood education viewed and rated pilot programs. Parents of local school children were solicited for home viewer responses. Results indicated that the goal of increasing parents' awareness and understanding of young children was met. Appendices include the rating scale used by viewers, a catalog of programs, program announcements sent to local school children, and handouts accompanying the programs. (Author/CB)

ED 251 239 PS 014 782

Baggett, Freeman E.
Development and Implementation of an Elementary School Computer Assisted Instructional Program.
PUB DATE- Jun 84
NOTE- 209p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Educational Innovation; Elementary Education; *Elementary School Students; *Elementary School Teachers; Grade 2; Inservice Teacher Education; Networks; Parent Participation; Practicums; Program Development; Program Implementation

In order to create a computer-literate elementary school, this practicum aimed (1) to provide information about computer-assisted instruction (CAI) to all kindergarten through grade 5 teachers while developing a prototypical classroom in grade 2; (2) to increase community awareness of CAI; and (3) to encourage quality networking among educators interested in CAI. Evaluation results indicate that all goals were attained: (1) The teachers became aware of CAI; (2) the grade 2 teacher received inservice training and experience promoting a leadership role in CAI; (3) the school's

brain damaged, profoundly retarded children (under 12 years old) were examined employing a time-sampled behavioral observation. The environmental conditions were social interaction, high demand, and stimulus deprivation conditions. The results suggest that self-stimulation behavior occurs more frequently under conditions of stimulus deprivation as opposed to conditions where demands were placed on the children or in conditions where the children were engaging in positive reinforcing events. These results suggest that environmental modifications may be warranted in helping to control these behaviors. (Author/CL)

ED 250 856 EC 170 891

Rushakoff, Gary E.; Johnson, Pamela C.

The Use of Published Language Tests with the Mentally Retarded: A National Survey.

PUB DATE- May 79

NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Mental Deficiency (Miami Beach, FL, May, 1979).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Language Tests; *Mental Retardation; Speech Therapy; Surveys; Testing Problems; Therapists

This study reports the results of a nationwide questionnaire survey of 204 speech and language clinicians from 65 facilities for mentally retarded individuals. Information was requested from clinicians about which language test they used with the mentally retarded population, why they used these tests, and how often they used them. Residential and non-residential facilities reported similar purchasing patterns of language tests. Only four tests comprised 53% of all language test administrations by the respondents during the 12 month period before the survey. Also, the predominant source of knowledge about tests was reported to be university training programs. The key issue raised by this report is why clinicians say they use particular tests. The results indicate that clinicians do not agree on the function of particular tests and some of their reasons appear of questionable validity. This report raises serious questions concerning language assessment of the mentally retarded which should prove useful for clinicians and trainers in university programs in the field of speech and language pathology. (Author/CL)

ED 250 871 EC 171 108

Ash, Paul, Ed.
Educators' Guide to Exemplary Special Education Curricula: Results of a National Field Based Survey (1985).
Council for Exceptional Children, Indianapolis. Indiana Federation.; Indiana State Dept. of Education, Indianapolis. Div. of Special Education.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *Curriculum Guides; *Demonstration Programs; *Disabilities; Elementary Secondary Education; National Surveys; Special Education

The newsletter reports results from the National Special Education Curricula Survey completed by state department officials, college and university staff, and personnel from schools, community agencies, and special projects across the country. Respondents identified 230 exemplary special education curricula. Those curricula are listed alphabetically by title and provide information on source, source address, copyright date, approximate price, number of pages, recommended exceptionality area(s) and recommended level(s). A subject index in the beginning of the newsletter groups curricula by 14 disability types: mild mental retardation; moderate mental retardation; severe/profound mental handicaps; emotional handicaps; speech, hearing, and language disabilities; learning disabilities; blindness/visual impairments; giftedness; physical handicaps; multiple handicaps; career/vocational disabilities; deafness and hearing impairments; infancy; and preschool handicaps. Twenty-two subject areas are also identified: adaptive physical education, autism, bilingual, daily living, discipline, deaf/blind, English/spelling, IEP, juvenile detention, mainstreaming, math, non-vocal, paraprofessionals, parents, profession training, sex education, social studies, wheelchair training, affective education, study skills, science, and recreation/leisure. (CL)

DESCRIPTORS- Delivery Systems; Elementary Secondary Education; Eligibility; Individualized Education Programs; *Language Handicaps; Referral; *Speech Handicaps; *Student Evaluation; Student Placement
IDENTIFIERS- *Michigan

The manual suggests procedures for speech and language programs in Michigan. The six stages of the special education process are examined: referral; evaluation (including the role of the multidisciplinary evaluation team and eligibility requirements for determining speech and language impairments); the individualized educational planning committee (including participants, individual education plan (IEP) content, and performance objectives); delivery of service (including caseload size, determination, and extent of service to be provided); IEP review (termination of service and follow-up); and the three-year reevaluation. Two final sections set forth qualifications for teachers of the speech and language impaired and list resources for additional information or assistance. Extensive appendixes include an interpretation of speech and language services for bilingual children, sample evaluation worksheets, and decision making materials. (CL)

ED 250 887 EC 171 124

A Resource Guide to Developing Annual Goals, Short-Term Instructional Objectives and Performance Objectives.
Michigan State Board of Education, Lansing.
PUB DATE- Jan 84
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Objectives; *Student Evaluation
IDENTIFIERS- *Michigan

The manual was intended to clarify the relationship among annual goals, short-term instructional objectives and performance objectives for special education students in Michigan. An overview of state and federal requirements is followed by analysis of the annual goals (general statements relating to a skill area without specific reference to observable behaviors), short-term instructional objectives (which define each annual goal in terms of the specific skill or behavior the student is to learn), and performance objectives (specific steps leading to completion of the short-term instructional objective). The relationships among the three levels are examined. Questions and answers are followed by appended information, composed largely of sample annual goals, short-term instructional objectives, and performance objectives. (CL)

recommendations, including recommendations for greater state involvement in the costs of services for persons with developmental disabilities, concludes the report. (CL)

ED 250 902 EC 171 140

Mithaug, Dennis E.; Horiuchi, Chiyo N.

Colorado Statewide Followup Survey of Special Education Students and Appendices.

Colorado State Dept. of Education, Denver.; Colorado Univ., Colorado Springs. School of Education.

PUB DATE- Sep 83

NOTE- 105p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Disabilities; Employment; *Followup Studies; High Schools; *Special Education; State Surveys; Success; *Vocational Adjustment

IDENTIFIERS- Colorado

The report discusses a statewide followup survey of 234 special education graduates in Colorado. An initial section, which reviews and summarizes followup research, notes the limitations of past studies and describes the sequence of the Colorado study, from initial efforts (appointment of panel of experts, development of personal interview questionnaire) to pilot testing and conducting interviews and collecting data. Results are summarized in terms of statewide representation, descriptive findings (background information, school information, post school information), and cross tabulations (correlates in high school preparation, regular education, usefulness of regular education, usefulness of vocational education, training needs, sex, age, urban/rural, special education program, and handicapping condition). Among findings were that Ss who were happy with their high school preparation were better adjusted on their jobs after graduation; younger Ss appeared to have been better prepared for post high school adjustments than older Ss; and Ss from resource classrooms exhibited greater occupational successes than respondents from self-contained classrooms or work study programs. Implications are noted, including the need to secure parental cooperation and contribution in the vocational adjustment process. Priorities stressed by respondents for specific vocational skills, as well as social and independent living skills, are noted. Extensive appended materials include a sample survey and detailed survey results. (CL)

Adiv, Ellen; Dore, Francine
An Evaluation of the Francization Program in Kindergarten.
Protestant School Board of Greater Montreal (Quebec). Instructional Services Dept.
SPONS. AGENCY- Quebec Dept. of Education, Quebec.
PUB DATE- Sep 83
NOTE- 43p.; For related documents, see FL 014 061 and FL 014 653-656. Summaries in both French and English appear in the document.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; English; Foreign Countries; *French; *Immersion Programs; *Intensive Language Courses; *Kindergarten; Language of Instruction; *Language Proficiency; Program Effectiveness; Program Evaluation; *Second Language Programs
IDENTIFIERS- Quebec (Montreal)

A study was undertaken to assess the French second language proficiency of kindergarten students in two intensive French programs and to assess the development of mother tongue skills of native English speakers in a third program. The three subject groups were as follows: (1) students in a full-day immersion program; (2) francization (half-day) program students; and (3) students attending a regular English language kindergarten. The second group had two subgroups, those with English as a native language and those with other native languages. Listening comprehension and oral production tests were administered in French and the Canadian Test of Basic Skills was administered in English. Results show that: (1) the francization group scored higher than the immersion group on all French language tests; (2) French language skills were similar among both francization subgroups; (3) the francization group scored lower than both other groups on the English vocabulary and language tests (attributed to the ethnic diversity and sociolinguistic milieu of this group); and (4) all groups scored similarly on the English listening comprehension and mathematics tests. The document provides several tables and, in the appendices, explanations of statistical procedures as well as a set of pictures used in the oral production test. (MSE)

languages other than English, includes languages whose world wide speakers number over 250,000 and/or those reported by New York State school districts. The directory consists of two lists: one alphabetizes the 160 languages spoken by students and identifies the corresponding countries in which the languages are spoken, and the other contains 130 nation names and the languages spoken in them. (MSE)

ED 250 930 FL 014 687

Deuchar, Margaret
Diglossia and British Sign Language. Sociolinguistic Working Paper Number 46.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Jul 78
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Deafness; *Diglossia; Foreign Countries; *Grammar; *Language Usage; *Language Variation; *Sign Language; *Visual Stimuli
IDENTIFIERS- *British Sign Language; Great Britain

A study of the nature and function of British Sign Language (BSL) as used in the British deaf community is described. The study examined two hypotheses: (1) that the notion of diglossia applies to the British deaf signing community, and (2) that the low variety of BSL will exploit the visual medium in its grammar to a greater extent than the high variety. Data were collected on the structural features of the language relating to diglossia according to Charles Ferguson's work, and on those areas of grammar sharing special potential for exploitation of the visual medium: spatial modification as a marker of case relations, negatives, and interrogatives. The research population was the entire British signing community of about 40,000. Results show the community has a clear perception of two varieties of BSL, each used under different conditions comparable to high and low forms in diglossia, and that the low form does exploit the visual medium in its grammar to a greater extent. The findings have both theoretical and practical implications. Further support is found for the notion of diglossia and for the relationship of structure and function. In addition, it is proposed that the controversy over the use of signing in schools can now be better informed, the methodology of teaching sign language can be improved and made more explicit, and the expansion of sign language can proceed with more information. Symbols for writing BSL, and a two-page reference list are appended. (MSE)

levels of discourse, at one level referring to general, abstract social conditions and relationships, at another level creating a speech event by structuring the conversation with a stranger, at a third level using language to discuss shared concerns with the interviewer, and at a fourth level, embedded in the interview, retelling past events and interactions. These four levels are interdependent, with changes in context or level appearing spontaneously and marked only by changes in speech style. The various fields of discourse constantly interact and overlap in the interview. Language here represents Sra Mercedes' experiences, surroundings, and the processes of her consciousness, while also expressing her participation in a speech event. At the various levels, her responses represent varying, sometimes conflicting perspectives of interaction with the school, both supportive and apprehensive, complimentary and critical. (MSE)

ED 250 944 FL 014 701

Blakely, Thomas D.
To Gaze or Not to Gaze: Visual Communication in Eastern Zaire. Sociolinguistic Working Paper Number 87.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 81
NOTE- 16p.; For other titles in this series, see FL 014 699-705 and FL 014 707.
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- African Languages; *Cultural Context; *Eye Movements; Foreign Countries; *Interpersonal Communication; *Nonverbal Communication; Semantics; *Social Behavior; Sociolinguistics; Vocabulary
IDENTIFIERS- Bahemba; Eye Contact; Gaze Duration; *Gaze Patterns; *Zaire

The nature of gazing at someone or something, as a form of communication among the Bahemba people in eastern Zaire, is analyzed across a range of situations. Variations of steady gazing, a common eye contact routine, are outlined, including: (1) negative non-gazing or glance routines, especially in situations in which gazing would ordinarily occur; (2) gazing for visual acquisition of knowledge, characterized in various lexical items indicating positive results of the gazing or knowledge acquisition by more than one sense; (3) long and unhurried scrutiny, with different terms to describe cautious looking, speculative looking, or participation in a process one is watching; (4) glancing and then blinking hard and looking away, serving as a warning to the speaker; (5) rapid blinking as an insult; (6) eye-rolling associated with witchcraft; (7) gazing with eyes half-closed and head tilted back as an immature gesture; (8) eye-contact avoidance as embarrassment or humility; (9) darting sideways glances as an indication of fear; and (10) intense gazing, sometimes with narrowed eyes or wide open eyes to show anger. Childhood error in understanding gazing routines, finer distinctions in gaze type, limits to gaze duration, less readily-elicited Hemba terms for non-negative short gazes and scans, and the interaction of other situational factors in distinguishing gazes are also discussed. (MSE)

*Literature Appreciation; Primary Education; Public Schools; *Reading Comprehension; *Reading Instruction; Semitic Languages; *Study Skills; Urban Schools

A curriculum guide for the primary levels of reading instruction in the Chicago public schools for Assyrian-speaking, limited-English-speaking students and written entirely in Assyrian, consists of guidelines for instruction of word attack, comprehension, study skills, and literature at each of the two levels specified. (MSE)

ED 250 959 FL 014 749

Goldstein, Melvyn C. Comp.; Narkyid, Ngawangthondup, Comp.
English-Tibetan Dictionary of Modern Tibetan.
SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.; National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-520-05157-2
PUB DATE- 84
NOTE- 509p.
GRANT- G00-80-01738; RT-1374-80
AVAILABLE FROM- University of California Press, Berkeley, Ca 94720 ($38.50)
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Books (010)
DESCRIPTORS- Dictionaries; English; *Grammar; *Orthographic Symbols; Phonemics; Romanization; *Semantics; *Tibetan; *Vocabulary

This English-Tibetan dictionary contains 16,000 main entries and subentries, a total of 45,000 lexical items. The dictionary is primarily oriented to spoken communication and was designed to be semantically sensitive, bridging the semantic gap between Tibetan and English. Tibetan terms corresponding to submeanings of English subterms are specified, and each entry in the dictionary includes both the Tibetan orthography and a phonemic notation to indicate pronunciation. Grammatical features are noted, and all examples of usage are presented with the romanization of the Tibetan and phonemic notation of the spoken forms. An introductory essay outlines the main features of Tibetan grammar. (MSE)

Australasia, TERC, University of New South Wales, P.O. Box 1, Kensington, Australia 2033 ($14.00, Australian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- College Administration; *College Curriculum; *College Faculty; *College Students; Continuing Education; Educational Objectives; Foreign Countries; Graduate Study; *Postsecondary Education; Teacher Education; *Teaching Methods
IDENTIFIERS- *Australia; *Great Britain; United States

A bibliography covering representative literature on higher education between 1976 and 1983 is presented. For each reference, information is included on author, title, place of publication, publisher, and date. Pamphlets and monographs of less than 100 pages are identified, but theses and other unpublished works are excluded. A section is included on bibliographies, reference works, publications on research and evaluation in higher education, and materials on innovations and on educational development units. References are presented under the following major headings: higher education in Great Britain, North America, and Australia; aims and functions of higher education; curriculum; teaching methods; examinations; libraries; the academic profession; and students. The profiles of the three geographic areas cover: administration, finance, and statistics; research and graduate education; teacher education; continuing education; and history. Specific topics concerning students include: access and demand, choice of major, admission, counseling and health services, student characteristics, financial considerations, foreign students, staff-student relations, learning, performance, study skills, communication skills, graduate students, and employment. A list of periodicals cited and an author index are provided. (SW)

ED 250 973 HE 017 760

Norris, Donald M.
A Guide for New Planners.
Society for Coll. and Univ. Planning, Ann Arbor, Mich.
PUB DATE- May 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)

academic ability. In addition, faculty completed an open-ended questionnaire to evaluate the honor class. It was found that honors students had higher grade point averages, enjoyed their classes more than did nonhonors students, and were much more likely to double major (33 vs. 4 percent) than were nonhonors students. Honors students also indicated that their coursework had a greater impact on their future career choices and their studies were much more experiential in content, compared to the work of nonhonors students. The student questionnaire is appended. (SW)

ED 250 987 HE 017 839

Brender, Myron
Personal Applications: A Humanistic Approach to the Undergraduate Psychology Curriculum.
PUB DATE- Aug 84
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Course Content; Curriculum Development; *Experiential Learning; Higher Education; Humanistic Education; *Nontraditional Education; *Psychology; *Undergraduate Study

The creation of a new undergraduate curriculum in psychology is discussed. It is suggested that the undergraduate psychology curriculum is valuable as an end in itself rather than solely as preparation for a career in the field. The new curriculum would be structured principally around a program of intensive study of the practical, personal applications of psychology. This restructured curriculum is proposed as an alternative to the traditionally academic one, rather than as its replacement. Textbooks are identified that might be used in the introductory psychology course and in courses that deal with developmental milestones, including: career planning and advancement, psychological aspects of marriage and family life, child rearing or parenting, educational psychology, interpersonal competence, and psychological growth and adjustment. The format of the course would be immersion, whereby the student learns to develop case materials from personal experiences, from shared classroom experiences, and from material admissions; disclosure of information; employment and research by foreigners; and foreign students and state policy. Fiscal considerations discussed in chapter 4 include: foreign students and institutional economics, and student services for foreign students. Finally, in chapter 5, the need for policy is considered in light of enrollment projections, trends by nationality, projections by discipline, and predicted levels of study. Appendices include: statistics on foreign students in the United States, and information on resource organizations that provide programs, publications, and services that benefit institutions who recruit and enroll foreign students. (SW)

ED 251 001 HE 017 859

Sarazen, Patricia A.
When a Department's Life Is on the Line: Enter MECA--Music Enrollment Campaign.
PUB DATE- 84
NOTE- 14p.; Information on the computerized version of MECA is available from GWU, School of Education, Attn. Dr. Reynolds Ferrante, 2201 G St. Room 506H, Washington, DC 20052.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Departments; *Enrollment Trends; Higher Education; *Music Activities; *Music Education; Needs Assessment; *Program Evaluation; Student Organizations; Student Participation; *Student Recruitment

An approach designed to increase the viability of college music departments, the Music Enrollment Campaign (MECA), is discussed. The approach involves the development of departmentalized enrollment strategies. The first step is a needs assessment by an outside consultant to identify the qualities, capabilities, and limitations of the department. The consultant considers such areas as enrollment, music curriculum and facilities, music personnel, and student music organizations. A main objective is to increase the number of music majors/minors and the enrollment in general music courses. Enrollment strategies are planned collaboratively with other administrative offices. Another objective is to promote opportunities for music department performances on campus and in the community. Increased institutional awareness of the department and support from both the institution and the community are sought. At the core of the MECA plan are miniprojects related to

College Testing Program were used: the College Outcomes Measurement Project (COMP) and the Alumni Survey. For a sample of college seniors from 52 colleges, the COMP tests were used to measure performance in the following six general outcomes areas: communications, problem solving, clarifying values, functioning within social institutions, using science and technology, and using the arts. For the Alumni Survey, 1,959 humanities graduates and 3,164 business graduates were studied. Alumni attitudes were examined as a function of academic major and the number of years since graduation. Pursuit of continuing education by alumni, their career paths, and salaries were also assessed. It was concluded that humanities study develops general skills of value in a wide range of careers, and that the humanities contribute relatively more than business curricula to the development of three critical skills: writing, speaking, and understanding written information. Further, while a humanities major is not a prerequisite for business success, study of humanities disciplines contributes to the development of cognitive skills, social skills, and work habits considered indispensable to today's business environment. (SW)

ED 251 015 HE 017 876

Pichler, Joseph A.
Executive Values, Executive Functions, and the Humanities.
Association of American Colleges, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Apr 83
NOTE- 15p.; Paper presented at a conference sponsored by the Association of American Colleges and the National Endowment for the Humanities (Princeton, NJ, April 27-29, 1983). For related documents, see HE 017 872-879.
AVAILABLE FROM- Office of National Affairs, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Business Administration Education; *Creative Thinking; Decision Making; Education Work Relationship; Higher Education; Humanistic Education; *Humanities; Liberal Arts; *Problem Solving; *Values

The benefits of studying the humanities to the business executive are considered. The humanities can help develop both the values and (institutional aid, state grants, veterans benefits, Pell grants, federal campus-based aid, Guaranteed Student Loans, and other federal programs. Data are also presented on federal, state, and institutional aid awarded to postsecondary students in current and constant dollars for 1980/81-1984/85 (actual and estimated amounts); amount of aid per recipient and number of recipients; costs of attendance by type of school and aid through grants, loans, and student employment per full-time equivalent student by academic year; ratio of college costs to income; and percentage distribution of Pell Grants and campus-based aid by type and control of institution. Appropriations for the following federal aid programs for fiscal years 1981-1985 are also covered: Pell Grants, Supplemental Educational Opportunity Grants, College Work Study aid, National Direct Student Loans, Guaranteed Student Loans-Parent Loans for Undergraduate Students, and State Student Incentive Grants. (SW)

ED 251 029 HE 017 894

Paulson, Steven K.; And Others
Industry-University Research in Florida: Incentives, Barriers, and Prospects. A Final Report.
University of North Florida, Jacksonville.
SPONS. AGENCY- Florida Inst. for Local Government.; Florida Office of the Governor, Tallahassee.
PUB DATE- 30 Sep 83
NOTE- 183p.
GRANT- STAR-R-82-038
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Programs; Higher Education; *Incentives; *Research and Development; *School Business Relationship; *State Universities; Technology
IDENTIFIERS- *Florida State University System

A project to assess the range of incentives and programs to establish more extensive research relationships between business firms and the Florida State University System (SUS) is described. The focus was research and development in the high-technology areas. Information was sought on incentives and barriers affecting business-university research and approaches to strengthening cooperative relationships. The following types of information were used: published materials and data; interviews with key Florida industry, government, and university personnel; and questionnaires mailed to samples of high-technology business administrators and university administrators. A literature review and an explanation of the conceptual model for the project (organizational structure and interorganizational relations theory) are included. Among the findings is the point of view of the SUS administrator that the most helpful state action would be to provide research parks, personnel exchanges, and funds. Appendices include the survey questionnaires, information on empirical studies and literature reviews of tax and other fiscal incentives, sections of key Florida and federal legislation for joint university-business research, an illustrative protective agreement concerning research disclosure and review procedures for joint research conducted by Florida universities and business firms, information on types of operating joint business-university research programs, and a bibliography. (SW)

ED 251 043 HE 017 908

Follow-Up Survey of the 1982 Bachelor's Degree Recipients from
Maryland Public Institutions.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Nov 84

NOTE- 62p.

AVAILABLE FROM- State Board for Higher Education, 16 Francis Street,
Annapolis, MD 21401.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports -
Research/Technical (143)

DESCRIPTORS- *Aspiration; *Bachelors Degrees; *College Graduates; *Education Work Relationship; *Employment Experience; Graduate Study; Graduate Surveys; Higher Education; Job Search Methods; *Majors (Students); Salaries; State Colleges; Underemployment; Unemployment

IDENTIFIERS- *Maryland

Results of a survey of 1982 bachelor's degree recipients at Maryland's public four-year institutions are presented. Statistical findings and a brief narrative summary cover graduates' postgraduation educational activities, employment and occupational status, and achievement of important goals. While 76 percent of graduates planned to complete a higher degree, one-third had already enrolled for some form of college credit, and 22 percent had enrolled in graduate or professional programs. Additional findings show that: 74 percent were employed full-time and 14 percent part-time; the unemployment rate was 6.8 percent; and the lowest unemployment rates were reported by graduates who had majored in technology and professional areas, while the highest jobless rates occurred for respondents who majored in arts, physical sciences, and social sciences. Although 80.5 percent were working in professional or technical occupations, 16.3 percent held nonprofessional, nontechnical jobs. The median salary of respondents was $16,026; however, the median salary of men was markedly higher than that of women. Information is also provided on: the location of respondents' employment, length of job search and source of job, the relationship between major and occupation, and job preparation and evaluation. (SW)

common errors are discussed. The following suggestions are offered: (1) begin with institutional self-assessment; (2) carefully select search committee members; (3) avoid the appearance of wired jobs; (4) provide enough published information to candidates; (5) provide strong logistical coordination of campus visits; (6) save requests for extensive personal information until last; (7) maintain confidentiality; (8) let honesty govern above all else; (9) check references in an above board manner; and (10) keep the candidate posted until the end. It is suggested that a search committee of 10-12 representatives of the faculty, administration, and student body is about the right size. When there are viable internal candidates for a position, their presence should be mentioned to outside candidates before they arrive on campus. Promising candidates should be provided institutional data summaries and information to provide them a good idea of the campus and its problems. A support person is needed to coordinate the frequent communications and details. Students should be included in the search process. (SW)

ED 251 057 HE 017 938

Bess, James L., Ed.
College and University Organization: Insights from the Behavioral Sciences.
Association for the Study of Higher Education.; EXXON Education Foundation, New York, N.Y.; New York Univ., N.Y.
REPORT NO.- ISBN-0-8147-1056-5
PUB DATE- 84
NOTE- 253p.
AVAILABLE FROM- New York University Press, 70 Washington Square South, New York, NY 10012 (hardbound, $24.00 (ISBN-0-8147-1049-2); paperback, $15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; Change Strategies; *College Administration; College Environment; College Faculty; Decision Making; Employment Practices; *Faculty College Relationship; Financial Problems; Higher Education; *Job Satisfaction; *Leadership Styles; *Organizational Theories; *Personnel Management; Productivity; Scholarship; Teacher Motivation; Teacher Role

The organization and administration of colleges and universities are discussed in 10 papers representing varied perspectives of the most current theories of organizational behavior. Titles and authors are as follows: "Maps and Gaps in the Study of College and University Organization" (James L. Bess); "Contradictions in a Community of Scholars: The Cohesion-Accuracy Tradeoff" (Karl E. Weick); "Models of the Organizational Life Cycle: Applications to Higher Education" (Kim S. Cameron, David A. Whetten); "Motivation Research Versus the Art of Faculty Management" (Barry M. Staw); "Motivation Enhancement Through Work Redesign" (Greg R. Oldham, Carol T. Kulik); "Job Satisfaction and Role Clarity Among University and College Faculty" (Edwin A. Locke, William Fitzpatrick, Frank M. White); "Leaders and Leadership in Academe" (Victor H. Vroom); "Decision Style and Organizational Behavior: Implications for Academia" (Michael Driver); "Strategy Formation in the University Setting" (Cynthia Hardy, Ann Langley, Henry Mintzberg, Janet Rose); and "Doing New Things in Old Ways: The Chains of Socialization" (John Van Maanen). (SW) indicate that 51 (85%) have either an individual whose sole responsibility is collection development, a functioning collection development committee, or both. The survey includes statistics and commentary on: formalization and structure of the collection development function, role of the collection development officer, role of the collection development committee, decision processes, fund allocation, policy formulation, materials selection, monitoring expenditures for materials, concentration/diffusion of authority, use of collection development policy, cooperative programs, and collection evaluation. Results indicate that the collection development process is evolving toward increased formalization, more coordination of diverse interests, increased reliance on cooperative activities, and increased emphasis on collection weeding and secondary storage. (THC)

ED 251 071 IR 050 893

Acquisition Policies. SPEC Kit 12.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Oct 74
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Libraries; Area Studies; Higher Education; *Library Acquisition; *Library Collections; *Library Material Selection; Position Papers; *Research Libraries

This collection of acquisition materials from member libraries of the Association of Research Libraries (ARL) contains: (1) acquisition policies from Brigham Young University, Iowa State University, and the University of Cincinnati; (2) book selection policies from the University of Nebraska Undergraduate Library and Georgetown University; (3) an acquisitions code from the University of California at Davis; (4) definitions of collection levels at the University of Michigan; (5) an introduction and policy statement from Stanford University; (6) a collection development policy from the Joint University Libraries; (7) a general outline of a mass buying program from Pennsylvania State University; and (8) a statement on cooperative acquisitions in the libraries of the Consortium of Universities of Washington, District of Columbia, from Georgetown University. (THC)

The Systems Function. SPEC Kit 29.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- 77
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; Library Surveys; *Management Systems; Occupational Information; *Organizational Effectiveness; Position Papers; *Research Libraries; *Systems Analysis; Systems Analysts; *Systems Development; Tables (Data)

This kit on the systems functions in Association of Research Libraries (ARL) member institutions contains 10 source documents from ARL libraries and a summary of data from a 1976 survey on the organization, staffing, and operation of library systems functions. Source documents include: (1) "Library Systems Office Annual Report, 1974-75" (University of California at Berkeley); (2) "Inventory of Computer Based and Systems Oriented Projects" (Columbia University); (3) "Libraries and Audiovisual Center Cost Allocation Study" (Purdue University); (4) "Systems Office Annual Report, 1976-77" (Yale University); (5) "Cost of Engineering Library Card Catalog Creation, Derivation of Costs for Retrospective Conversions of Catalog Records Using OCLC Input Methods" (University of Nebraska, Lincoln); (6) "Preliminary Thoughts on Automation" (University of Nebraska Libraries); and (7) the following position descriptions--"Senior Electronic Data Processing Systems Analyst" (University of California at Santa Barbara); "Head, Systems Planning and Development" (University of Alberta); "Senior Programmer/Analyst, Programmer/Analyst, and Library Systems Manager" (University of Massachusetts); and "Department Head, Post Catalog" (Temple University). A concise summary of systems functions focuses on the current role and utilization of systems analysis in academic libraries; the contributions systems activities have made to library operations; the organization of the systems function; and future needs and considerations in this area (THC)

ED 251 086 IR 050 908

ED 251 100 IR 050 922

Automated Acquisitions in ARL Libraries. SPEC Kit 44.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- May 78
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Acquisition; *Library Automation; *Library Cooperation; *Library Networks; *Library Technical Processes; Methods; Position Papers; Research Libraries

Results from a 1978 Association of Research Libraries (ARL) survey on planning for, and conversion to automated acquisitions systems, and the effects of such systems on library operations and use, organization and staffing, and management information, indicate that 38 of 77 responding libraries had instituted some kind of automated acquisitions. As with circulation systems, most libraries report that automation has helped standardize processes and has resulted in more efficient use of staff, but few libraries report reduced costs for processing as a result of automated acquisitions. The kit comprises: (1) a survey response analysis; (2) planning documents on an integrated approach from Cornell University and for a commercial system from Florida State University; (3) descriptions of system use in a single library from University of South Carolina, a statewide system from Rutgers University, and a commercial system from University of Southern California; and (4) examples of evaluation methods in single libraries from Syracuse University and Virginia Polytechnic Institute and State University, in a multi-library accounting system from University of California at Santa Barbara, and in a statewide system from Notre Dame University. A list of ways whereby automated acquisition systems have met and not met expectations is included in the summary of survey responses. (THC)

Objectives; Position Papers; *Research Libraries

This Systems and Procedures Exchange Center (SPEC) kit, an update of a 1975 kit, considers trends in the development and use of goals and objectives statements in Association of Research Libraries (ARL) member institutions, as illustrated in documents received in response to an August 1979 SPEC survey. The kit comprises: documents on developing and using goals and objectives from Duke University, University of Notre Dame, Texas A&M University, Pennsylvania State University, and McGill University; and goals and objectives statements from Michigan State University, Texas A&M University, University of Massachusetts-Amherst, University of Maryland-College Park, University of Cincinnati, Iowa State University, University of California-Riverside, Southern Illinois University, Duke University, University of Notre Dame, Washington University, Pennsylvania State University, and University of North Carolina-Chapel Hill. The concise summary that introduces the collection focuses on the development of goals and objectives, use of goals and objectives, and related trends and issues. (THC)

ED 251 114 IR 050 936

Microform Collections. SPEC Kit 59.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- 79

NOTE- 124p.; This SPEC kit is dated November-December 1979.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Libraries; Facility Planning; Higher Education; *Library Collections; *Library Facilities; *Library Planning; Library Surveys; Maps; Methods; *Microforms; Position Papers; *Research Libraries; Space Utilization

A 1979 Systems and Procedures Exchange Center (SPEC) survey investigated the development, management, and staffing of microform collections in Association of Research Libraries (ARL) member institutions. Survey results indicate that the major types of microform holdings are government publications, large publishers' sets, and back runs of newspapers. The kit comprises: (1) statistical results of 80 responses to the SPEC survey; (2) microform collection policies and procedures from Yale University, transfer admissions requirements of four-year schools, and student financial aid; (3) in fall 1983, 35,600 students transferred from community colleges to the University of California (UC) and California State University (CSU) systems, while 38,400 UC and CSU students transferred to community colleges; and (4) minority students represented 39.3% of 1981 community college full-time enrollments, and only 27.9% of 1983 transfers. (HB)

ED 251 128 JC 840 564

Factors Associated with the Economic Returns on Investments in Selected Occupational Education Programs.
Center for Governmental Research, Inc., Rochester, NY.; Monroe Community Coll., Rochester, N.Y.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Sep 84
NOTE- 89p.
GRANT- VEA-53-84-2164
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; Cooperative Education; Economic Research; *Educational Economics; *Employment Patterns; Job Placement; *Outcomes of Education; *School Business Relationship; State Surveys; Student Costs; Student Recruitment; Two Year Colleges; Vocational Education
IDENTIFIERS- *New York

As a continuation of a study of economic returns on investment in selected occupational programs in New York State, this report examines the reasons for the differential rates of return to program graduates and offers recommendations for maximizing graduate returns on investment. Section I provides an introduction to the purposes and objectives of the study, study methodology, and the conclusions of the prior research effort. Section II presents the results from interviews with a sample of employers conducted to determine factors associated with higher salary yields. Information was gathered on job requirements, criteria for employee selection, sources of qualified candidates, the use of contractual education, cooperative education opportunities, and employer participation on curriculum advisory committees. Section III focuses on the results of interviews at selected schools, which concentrated on recruitment procedures, placement support activities, curriculum

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Budgets; Financial Support; Fund Raising; *Grantsmanship; Learning Modules; Private Financial Support; *Program Proposals; *Proposal Writing

This eight-module unit was designed to acquaint the grantsperson with the proposal-writing process in relationship to the proposal narrative. Each module states its goal and objectives, and most discuss teaching strategies and include handouts. Module I, "Learning the Language of Grantsmanship," includes a pre- and post-test, a study guide, and a glossary of terms. Module II, "Functions and Principles of the Grant Proposal," discusses proposals and funding, the functions of the proposal, basic principles of proposal writing, and major components of proposals to government agencies and private foundations. Module III, "The Why Section of the Proposal," offers guidelines for the following components: the title page or cover sheet, abstract or proposal summary, introduction, problem statement or needs assessment, and rationale. Module IV, "The What Section of the Proposal," looks at how to write the program objectives section. In module V, "The How Section of the Proposal," guidelines are provided for sections dealing with program activities or methods, program management, program evaluation, dissemination, and the appendices. Module VI, "Future Funding and the Proposal Budget," includes information on funding requests and preparing a budget. Module VII presents "A Sample Proposal and Critique." Module VIII, "Evaluating a Proposal," provides a proposal checklist and evaluation form. Appendices include: a proposal development checklist, criteria for proposal review, and examples of shortcomings found in disapproved research grant applications. (LAL)

ED 251 142 JC 840 606

Stumph, Wayne J.
Needed: More Revenue, Not Cost Cuts and Retrenchment.
PUB DATE- 28 Oct 84
NOTE- 20p.; Paper presented at the Conference on Creative Management (Washington, DC, October 28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; Federal Aid; *Financial Support;

performance and achievement based on an analysis of student academic records. Samples of 200 full-time and 200 part-time students were selected from successive classes from 1973 through 1983. Study findings included the following: (1) over the years, student grade point averages (GPA's) rose and fell in direct relationship to changes in the grading policy; (2) in years when grading policies were most favorable to students, the average GPA reached over 2.6, while in recent years grades returned to a 2.35 level; (3) full-time students entering WRHC before they were 21 had an average GPA of 2.54, while full-time students entering after age 21 had an average GPA of 2.9; (4) persistence rates remained fairly constant over the years; (5) the average full-time student accumulated 44 hours while attending WRHC for 4.7 semesters, and the average part-time student earned 17.5 credit hours and attended 3.5 semesters; (6) approximately 36% of the full-time students and 11% of the part-time students earned a degree or certificate; and (7) there was a trend toward fewer students officially transferring credit hours from other colleges, even though the percentage of students with previous college experience remained fairly constant. A series of data tables detail findings. (Author/LAL)

ED 251 156 JC 840 630

Wisner, Patricia A.; Lucas, John A.
Study of Students Sixty Years of Age and Older Attending Harper during the Spring of 1984. Volume 13, Number 5.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 30 Nov 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Credits; Community Colleges; *Continuing Education; Educational Attainment; Off Campus Facilities; *Older Adults; Questionnaires; School Surveys; *Student Problems; Two Year Colleges; *Two Year College Students

In spring 1984, a study was conducted at William Rainey Harper College (WRHC) to investigate the needs of the more mature students attending the college. Telephone interviews were conducted with 143 students aged 60 to 64 (pre-seniors) and 155 students aged 65 or over (senior citizens), representing 81.7% and 91.2%, respectively,

PUB DATE- 83
NOTE- 65p.
AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017 (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childhood Needs; Developing Nations; *Economically Disadvantaged; Family Characteristics; Family Influence; Foreign Countries; Home Programs; Intervention; Models; Parent Child Relationship; Poverty; Preschool Children; *Preschool Education; *Program Development; *Regional Planning
IDENTIFIERS- *UNESCO

As part of its program for 1981-83, Unesco convened a study group meeting on new forms of early childhood education. Participants from Afghanistan, China, India, Maldives, Nepal, and Sri Lanka, as well as observers from India, UNICEF, and UNHCR, met to share experiences regarding programs for children from disadvantaged environments and to consider alternative and new forms of preschool education for such children. Chapter One of this document reviews programs, specifically discussing delivery structures; criteria for reviewing national programs; and center, school, and home-based programs. Chapter Two explores general and specific categories of needs and competencies of children from disadvantaged environments, describing children's total development and preparation for school. The chapter further elaborates the characteristics of disadvantaged families. Chapter Three deals with the problems of reaching children from disadvantaged environments on a mass scale. Criteria for new preschool education models and alternative models of preschool education (namely, child, school, and home-based models) are also discussed. It is recognized that successful implementation of a design requires the establishment of a suitable management system. Appendices provide the text of the inaugural address, the study group meeting agenda, and a list of participants and observers. (AS)

ED 251 170 PS 014 656

Goodman, Paul W.
Are the Long Term Effects of Early Childhood Education Effective Even Though the Short Term Effects Seem Ineffective?
PUB DATE- 82
NOTE- 12p.

Project are discussed in the final pages. (CB)

ED 251 184 PS 014 717

Touhsaent, Susan M.

Cutting Welfare Benefits to Working Mothers. Federal Government Retrenchment: Issues of Fairness, Cost Effectiveness, and Services.

Center for Governmental Research, Inc., Rochester, NY.; Human Services Data Sharing Project--Monroe County, Rochester, NY.

PUB DATE- Dec 83

NOTE- 67p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Coping; Economically Disadvantaged; Employed Women; Family Characteristics; *Financial Problems; *One Parent Family; *Public Policy; Retrenchment; Surveys; *Welfare Recipients; *Welfare Services

IDENTIFIERS- *Aid to Families with Dependent Children; Food Stamp Program; Medicaid; New York (Monroe County); Termination of Benefits

To facilitate planning of services to low income, single-parent working women with young children, a client impact study was made of former recipients of Aid to Dependent Children (ADC) in Monroe County, New York. Those surveyed had lost their supplementary income and related benefits due to mandated eligibility constraints in the federal Omnibus Budget Reconciliation Act of 1981. The study took place in the spring of 1983 and focused on 292 ADC families (592 children and 297 adults) terminated from the welfare rolls in January, 1982 (approximately three percent of the ADC caseload at that time). Findings described these families and compared their characteristics with those of the 1979 New York State ADC population (excluding New York City) and/or the Monroe County ADC population in 1980. Other findings concerned redependency, or return to the welfare rolls; potential problem areas facing those families; and former clients' methods of coping with loss of benefits. While the major thrust of this paper is to report survey findings, results are discussed in terms of 10 areas of policy concern. Policy conclusions oriented toward activities that can be locally initiated and implemented are offered. Survey methodology is described in an appendix. (RH) model. Particular attention is given to the reasons why Pennsylvania decided to use an instrument-based program monitoring system, which employs standardized checklists and questionnaires with weighted items measuring relative risk to children in day care settings. Section IV describes results obtained from using the model and includes a theoretical curve illustrating compliance with state regulations and child care outcomes. Section V briefly describes the Indicator Checklist Statistical Model and shows how to construct an indicator checklist and obtain predictors of program compliance and quality. Section VI poses potential problems with the use of the indicator model and offers some solutions. In conclusion, Section VII provides a future perspective on program monitoring and compliance review. Photocopies of the 14 slides that originally accompanied this conference paper are appended. (Author/RH)

ED 251 198 PS 014 732

Fiene, Richard J.; Nixon, Mark G.
An Instrument-Based Program Monitoring System: A New Tool for Day Care Monitoring. Volume 1: Guide for Policymakers.
Children's Services Monitoring Transfer Consortium.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Aug 81
NOTE- 17p.; For volume 2, see PS 014 733. For other related documents, see PS 014 728 and PS 014 731.
GRANT- HHS/HDS-90-PD-10005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Early Childhood Education; *Educational Assessment; Guidelines; Instrumentation; *Program Descriptions; *Program Effectiveness; State Programs; Statewide Planning; *Systems Approach
IDENTIFIERS- *Child Development Program Evaluation; *Instrument Based Program Monitoring; Pennsylvania; Program Monitoring

This guide defines a methodology for program monitoring and discusses positive results achieved in Pennsylvania by implementing Instrument-based Program Monitoring (IPM) in the field of child day care services. IPM uses checklists or special questionnaires to structure monitoring interviews and site visits. This method differs substantially from the more common approach to monitoring: narrative site visit reports. An introduction on the nature and purpose of the guide is followed by three substantive sections, beginning in section II with a discussion on how IPM improves day care monitoring. Specific comments under this heading include descriptions of how IPM is performed, objectives and characteristics of the IPM approach, and positive outcomes of using IPM in Pennsylvania. Section III examines the effectiveness of Pennsylvania's day care monitoring system, known as the Child Development Program Evaluation (CDPE). Particular comments are directed toward general characteristics of the CDPE system; CDPE system components; types and level of information generated (including provider, regional, and statewide information); and the implementation process. Concluding material in section IV provides guidelines for determining a state's need for an IPM system. Five steps in conducting an adequate assessment are described, and necessary elements of an effective implementation plan are briefly outlined. (RH)

Obesity in children is a problem both insidious and acute. Childhood obesity has been indicated as a forerunner of adult obesity; it is also an immediate problem for the child. Given the lack of evidence for long term maintenance of any weight loss, this paper investigates the etiology of the disorder as a prelude to prevention. Upon review of the psychological, pediatric, and nutritional literature, it was found that obesity in infancy or childhood does not predestine obesity in adulthood. However, there is a channeling tendency apparent from infancy that increases with age. Further, there is no current evidence to support any one theory (e.g., genetic, social learning) or mechanism (e.g., lower metabolism, overeating) as the cause of juvenile obesity. Findings in these areas are reviewed, and methodological flaws and disagreements hindering further understanding are cited. Finally, the discussion offers some preventive measures for subsequent investigation. (Author/RH)

ED 251 212 PS 014 745

Gilligan, Robbie
Neighbourhood Based Residential Child Care: A Local Residential Child Care Unit as a Resource for Integrated and Flexible Child and Family Care in Dublin.
PUB DATE- Jun 84
NOTE- 14p.; Paper presented at the Fatherhood Forum (Chicago, IL, June 16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Community Services; Counseling; Day Care; *Economically Disadvantaged; Emotional Disturbances; Family Programs; Foreign Countries; *High Risk Persons; Program Descriptions; *Residential Care
IDENTIFIERS- Ireland (Dublin)

A pioneering residential child care project in inner city Dublin began operations in July 1981. The project was designed to function as a resource for seriously deprived or at-risk children and their families. The community served is one characterized by exceptionally high unemployment, a 10 percent rate of heroin addiction among local 15- to 19-year-olds, a disproportionately high rate of children in care, and poverty and associated powerlessness. Specifically, the project offers six residential places on a short to medium term basis for local children 8 to 12 years of age who live not more than a 20-minute walk from the project premises. In addition, the project works with residents' families, offers a "drop-in" facility for peers and siblings of residents, provides day care to selected local children on a short term basis, and conducts counseling and community work. Included in this paper are a statement of project objectives, a table detailing data on resident children at the end of February 1984, a description of the program, and a discussion of implications of the project for residential care community services. (RH)

ED 251 226 PS 014 764

Black, Betty; Hazen, Nancy
The Relationship between Communication Patterns and Social Acceptance in Preschool Children.
PUB DATE- Apr 83
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-14, 1983). Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Peer Relationship; *Play; *Preschool Children; Preschool Education; Rejection (Psychology); *Social Attitudes; *Social Behavior
IDENTIFIERS- Coding; Communication Patterns; Popularity; *Sociometric Status

The purpose of this study was to examine the relationship between young children's sociometric status and their communication patterns. A total of 43 middle class children enrolled in three preschool classes were asked to select three children they liked to play with (measure of social acceptance) and three they did not like to play with (measure of social rejection). Social acceptance and rejection scores were used to divide the children into four sociometric groups: popular (high acceptance and low rejection), rejected (low acceptance and high rejection), controversial (high acceptance and high rejection), and neglected (low acceptance and low rejection). Children were then observed three times in a social play situation with two other children, once as the intruder (entering a dyad already playing together for 10 minutes) and twice as a nonintruder (part of the original dyad). Popular children directed their communications to others more clearly than did other groups. Also, when they were intruders, they were more likely to respond contingently to others than were the other groups. Rejected children were least likely to direct communications clearly and respond contingently to others. (Author)

ED 251 227 PS 014 765

Proctor, Adele

Measuring Infant Communicative Abilities: A Guide to Formal Test Selection.
PUB DATE- 83
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Ability; *Communication Skills; Expressive Language; Guidelines; Individual Development; *Infants; Psychomotor Skills; Receptive Language; Social Development; *Tests; *Test Selection

This guide was prepared to facilitate the practitioner's selection of formal tests for evaluating communicative behavior in clinical infant populations during the first year of life. Clinical instruments with particular emphasis on communication and emerging language and speech abilities were identified in terms of publishers' recommended chronological age for test administration. Tests appropriate for children between birth and 12 months were further selected from the available database, reviewed, and summarized under eight different behaviorally defined categories. These categories concerned abilities in cognition, communication, expressive language, receptive language, gross motor skills, fine motor skills, personal/social skills, and "other," or miscellaneous, skills. Extensive tables display over 60 measures or tests by title, author(s), publisher, chronological ages tested, and main behavioral areas tested. An asterisk is placed beside behavioral categories assessed by each measure. (No value judgments were made about the quality of the tests reviewed.) (Author/RH) computer was utilized to assist instruction in curriculum areas; (4) the students became more computer literate; (5) the community became more knowledgeable about computers in education; and (6) a network circle of CAI leaders was formed. Related materials are appended, including questionnaires, tests, instructional materials, and newsletters. (Author/RH)

ED 251 240 PS 014 783

Pulskamp, Brenda
A Program to Facilitate Care-Giving and Enhancement of the Parent-Infant Relationship for Mothers of High-Risk Infants.
PUB DATE- May 84
NOTE- 66p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
  Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
  Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counseling; Emotional Response; Family Problems; *High Risk Persons; Hospitalized Children; *Individual Instruction; Medical Services; *Mothers; *Neonates; *Parent Child Relationship; Practicums; Program Evaluation; Questionnaires; Social Support Groups; Test Construction

A program was developed by a nurse/counselor to provide individual education and counseling for mothers having high-risk infants admitted to a Special Care Nursery after delivery. The program begins as soon after delivery as possible and evaluates the mother's skills, attitudes, beliefs, and knowledge of childrearing practices necessary for caring for her own infant. The mother's concerns, fears, and emotional stage are considered. Through the evaluative interview, the mother's areas of need and interest are noted. Subsequent visits provide information and counseling to meet the mother's individual needs. In-nursery time is available for physical contact and learning under special care. The program seems to aid mother-infant relationships and increase mothers' interest in these special infants who are often at risk for developmental delays, abuse, and failure to thrive. A trend analysis of the program points to additional concerns present for these mothers. These concerns include a sense of loss of personal identity and attention, and feelings that at-home care will be overwhelming. The patient assessment instrument is appended. (Author/RH)

DESCRIPTORS- *Administrator Guides; *Campus Planning; *College Administration; *College Planning; Decision Making; Guidelines; Higher Education; *Information Sources; Institutional Research; *Needs Assessment; Problem Solving; Self Evaluation (Groups)
IDENTIFIERS- Strategic Planning

Guidelines for college staff who have been assigned a new role of planning are presented. Advice for assessing the situation at the campus and developing a planning strategy is offered, and a framework for analyzing the planners' role, institutional needs, and planning activities is suggested. A bibliographic "roadmap" for the field of planning is also presented to assist the planner in analyzing unique needs. A bibliography provides recent citations divided into a number of categories. Other bibliographies that provide a more detailed assessment of references available to the planner are also cited, along with a list of five resource guides to consult in the beginning. Professional organizations and consultants are also identified as potential resources. It is recommended that planners should avoid 10 mistakes, including: the uncritical adoption of a planning process that worked well at another college; the assumption that all planning activities must be comprehensive, institution-wide, and time consuming; spending 6 months reading before taking action; and forming a planning committee as the first act. Specific types of planning are explained: strategic planning; futures techniques; and tactical planning, which includes budgeting, management of decline, program evaluation, academic planning, policy analysis, and enrollment planning. (SW) appearing in the mass media. The curriculum might best be offered in a school of professional psychology. Possible implications for primary prevention are noted. (SW)

recruitment, music organizations, publicity, department events, and publications. The department needs only the freedom to allocate the budget in accordance with program requirements, rather than additional funds. The enrollment campaign approach is also available as an automated program. Responsibilities of the music chair are noted and dramatic results are described for one college that used MECA to reverse an enrollment decline. (SW) functional skills that are necessary for executive success. Competence in value analysis helps future executives to understand the full implications of the economic system, especially when it is followed by the study of microeconomics from a liberal arts perspective. The humanities, particularly philosophy and literature, can play a significant role in approaching value questions. Executive action requires a balance between creative and integrative abilities and execution and control responsibilities. Business curricula teach students to develop systems of control and execution through study of fields such as finance, production, marketing, and accounting. Certain business disciplines also develop skills in evaluating alternative strategies, structures, and technologies. Business subjects are comparatively weak in developing a facility for generating opportunities, exploring their full implications, and presenting choices to form a coherent strategy. Literary studies offer a broad spectrum of experience and skills that are significant for the creative and integrative dimensions of executive action. (SW)

Support Staff and Student Assistants. SPEC Kit 30.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Nov 76
NOTE- 116p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Libraries; College Students; Evaluation Methods; Higher Education; *Library Technicians; Occupational Information; *Personnel Evaluation; *Personnel Management; *Research Libraries; Student Employment
IDENTIFIERS- *Student Assistants; Support Personnel

This collection of primary source documents on support staff and student assistants in Association of Research Libraries (ARL) member institutions contains: (1) "Personnel Guides for Supervisors" (National Library of Medicine); (2) "A Personnel Development System" (Rutgers University Libraries); (3) "Training Activities" (New York Public Library); (4) "Job Descriptions-Support Staff" (Brown University Library); (5) "Performance Evaluation for Clerical and GSA Staff" (University of Chicago Library); (6) "Non-Exempt Personnel Performance Assessment" (Cornell University); (7) "Instructions for the Use of University Libraries Clerical-Technical Service Evaluation Form" (Pennsylvania State University); (8) "Union Contract for Nonprofessional Staff" (Brown University); (9) "Job Description" (Harvard University); (10) "Memorial Library Policies on the Employment of Students" (University of Wisconsin); and (11) "Employing Cornell Students: A Manual for Supervisors" (Cornell University Libraries). Many libraries include samples of performance evaluation forms. (THC)

McMaster University, Princeton University, University of Notre Dame, and Pennsylvania State University; (3) planning documents from Pennsylvania State University, University of Nebraska, and Louisiana State University; and (4) descriptions of facilities and use including floor plans from University of Connecticut, Washington State University, Temple University, and Boston University; and results of and reports on user surveys and attitudes from New York University and Brigham Young University. The concise summary that introduces the kit focuses on collection characteristics and developments, managing and staffing microform collections, facilities and user acceptance, and trends and issues. (THC)

advisory councils, cooperative education programming, and monitoring/evaluating activities. Section IV offers an examination of environmental and programmatic factors associated with graduate yields and discusses program strategies to maximize yields. A synthesis and summary of recommendations is presented in section V, highlighting the roles of employers, placement offices, and faculty; and ways of strengthening linkages between placement offices and employers, students, alumni, and faculty. Questionnaires are appended. (HB)

*Fund Raising; Grants; Philanthropic Foundations; Postsecondary Education; *Private Financial Support; *School Business Relationship; State Aid; *Student Costs

Arguing that the financial crisis in higher education should be dealt with through fund-raising activities rather than retrenchment, this paper outlines a number of ways to increase college revenues. Introductory comments: suggest that revenue raising should be preventive, list resources focusing on new revenue sources, and identify attitudes which serve as roadblocks to fund raising. Section I examines the role of student charges in college finances, arguing that students have historically been undercharged for their education and citing financial problems that have resulted from a failure to measure and adjust student charges regularly. Section II provides suggestions concerning federal, state, and local government appropriations, identifying revenue sources, legislative areas to be aware of and monitored, and various kinds of activities that can be funded. In section III, ways in which the private sector can support colleges are identified, with focus on gifts from alumni, the role of foundations, and philanthropic sources. In addition, this section offers guidance on applying for grants. The final section, section IV, outlines the components of a business strategy, e.g., assess services for lease or self-operation; learn about and use cash management; rent college facilities, barter for goods and services; and market the college's schedule and capacity. (LAL) of the older students enrolled in spring 1984 who could be identified. Study findings included the following: (1) the bulk of the pre-senior and senior citizen groups consisted of short-term students accumulating very few credit hours; (2) among the pre-senior population, 37% were enrolled in degree credit courses, 4.5% were enrolled in senior citizen courses, and the remainder were enrolled in other types of continuing education courses; (3) among the senior citizens, 22% were enrolled in degree credit courses, and 35% were enrolled in senior citizen courses; (4) only 12.5% of the pre-seniors and 7% of the senior citizens had earned 12 credit hours or more at WRHC; (5) the percentages of pre-senior and senior citizens living in specific communities was not necessarily proportional to the total student population; (6) in the last 2 years, 64% of the pre-seniors and 44% of the senior citizens attended courses at the main campus; (7) the main reasons for not attending the main campus were that no courses of interest were offered, other locations were more convenient, and arranging for transportation was a problem. The interview schedule is appended. (Author/LAL)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Early Childhood Education; *Educational Assessment; *Outcomes of Education; *Program Evaluation; *Research Design; Research Needs
IDENTIFIERS- *Perry Preschool Project; Project Head Start; *Westinghouse Ohio Study

This investigation examines two contrasting evaluations of early childhood education: the Westinghouse-Ohio University study and the Ypsilanti Perry Preschool Project. The Westinghouse study concluded that Head Start experience had very little, if any, academic value for participating children, whereas the Perry Preschool Project concluded that preschool experience was indeed valuable. Since the two studies were very different, it is asserted that comparing them is like comparing apples and oranges. Specifically, the two programs varied in form and content and were very different in their goals. The Perry Preschool study was a carefully controlled experiment with very low teacher/pupil ratios, weekly home visits, expert teachers recruited for their certification in preschool teaching, and a capable research director. In contrast, the Westinghouse-Ohio University study assessed Head Start programs, which involved thousands of children, fairly large pupil/teacher ratios, no regularly scheduled home visits, and few specially certified preschool teachers. The majority of Head Start programs were not full-year, half-day as were programs studied by the Perry Preschool researchers; rather, they were global summer-only, full-day programs with very little direction from the federal government. In addition, whereas the Perry Preschool study attempted to discover differences between experimental and control groups, the Head Start programs were evaluated in terms of whether or not participants achieved at the middle class academic level. Concluding remarks point out many unanswered questions about early childhood education programs. (RH)

ED 251 241 PS 014 784

Clements, Nancy E.

Professional Development of Teaching Reading Skills in the Content Areas: Program and Effect in the Elementary School Setting.

PUB DATE- 84
NOTE- 119p.; Some pages in the appendices have small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Inservice Teacher Education; Instructional Materials; *Reading Instruction; *Science Instruction; *Social Studies; *Teacher Attitudes; *Time Factors (Learning)

This study attempted to assess whether a teacher inservice program would effect a change in teacher attitude and in the amount of time reading was taught in social studies and science content areas. A total of 22 teachers representing kindergarten through fifth-grade levels voluntarily participated in five inservice sessions; 22 teachers in a school similar in population and program offerings served as a comparison group. Overall objectives of the inservice training were to develop teachers' understanding of the advantages of teaching reading in the content areas, to develop positive teacher attitudes, to extend the amount of time that reading was taught in the content areas, and to develop activities useful for teaching reading in those areas. A 16-item attitude survey was administered to all participants before and after participation. Findings showed positive changes in teacher attitude; these changes were educationally important and statistically significant. Perceptions of training were nearly the same in both groups. Teaching time increased for the group receiving inservice training but remained nearly constant for the comparison group. Appendices provide worksheets and activity sheets developed for a third-grade science unit and a fourth-grade social studies unit, a bibliography for students, a list of teacher resource books, various materials used in inservice presentations, and participant-made materials. (Author/RH)

ED 251 255 RC 015 004

Cummings, Tom
The Report of Engineering Special Programs July 1, 1983-June 30, 1984.

PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Black Students; *College Preparation; *Engineering Education; Enrollment; Ethnic Distribution; Hispanic Americans; *Minority Groups; Multicultural Education; Postsecondary Education; Private Financial Support; Program Descriptions; *School Holding Power; Student Adjustment; Student Attrition; *Student Personnel Services; Tables (Data); Undergraduate Study
IDENTIFIERS- New Mexico; *University of New Mexico

In an effort to achieve ethnic parity for underrepresented minorities at the University of New Mexico College of Engineering, precollege and undergraduate programs were developed to recruit and retain Hispanic and American Indian students. The Math, Engineering, and Science Achievement (MESA) program is a coherent, longitudinal program organized to increase awareness and motivation in bright minority Algebra I students and to support their interest through high school graduation and university matriculation. It provides such student services and activities as short on-campus college/engineering orientation programs; tutoring; academic, university, and career counseling; field trips; summer enrichment and employment programs; and scholarship incentive awards. The undergraduate program supports minority students through the Hispanic Engineering Professional Advisory Committee and the Hispanic Engineering Organization, the Native American Program/College of Engineering, and the College of Engineering tutoring program available to all engineering freshmen. Comprehensive tabular data indicate student ethnic breakdowns for program participation, college enrollment, degree received, and sex. Figures for corporate contributions and federal funding are included. (MM)

ED 251 269   RC 015 058

Metelka, Charles J.
The American Dream: A Crossover of Community Imagery.
PUB DATE- Aug 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Rural Sociological Society (47th, College Station, TX, August 22-25, 1984)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Classification; *Community Change; Community Characteristics; Cultural Differences; Cultural Influences; Definitions; Economic Change; Educational Change; *Futures (of Society); Rural Areas; Rural Development; *Rural Urban Differences; Social Differences; Technological Advancement; Urban Areas; *Urbanization; Urban Planning
IDENTIFIERS- *Ruralification

Even as conceptual models, distinctions between "rural" and "urban" have become blurred--by changes in transportation, telecommunications, computer technology, business expertise, formal education, health care, and citizenry expectations/knowledge. Two typologies describing future trends and incorporating changes in rural/urban definitions facilitate observation, research, and decision making. Typology I, the selective incorporation of urban and attributive-to-urban values, symbols, processes, perspectives, and behaviors into rural life is a neutral, casual process. Typology II, ruralification of urban life, is a most dynamic typology since urban planning can use the urban setting itself as one of a myriad of interacting environmental variables. Examples of urban ruralification include green belts and pocket parks, proliferation of clubs and associations, and "neighborhood watch" protection strategies. Area planning, greater freedom of industry location, new communications systems, and an increasingly aware citizenry will soon enable society to select the best from both ways of life to create a new "hybrid" lifestyle. Societal life in the future will be a series of "lifestyle layers," each being relatively free of geographic designation, and will be based upon the person's/family's/community's decision as to how the hybrid

ED 251 283 RC 015 085

Guerena, Salvador; Gonzales, Raquel Quiroz
Guide to Library Research in Chicano Studies.
California Univ., Santa Barbara. University Library.
PUB DATE- 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Indexes; *Information Seeking; Information Sources; *Library Collections; *Library Guides; *Library Materials; *Mexican Americans; *Reference Materials; Reference Services; Research Tools; Search Strategies; Subject Index Terms
IDENTIFIERS- *Chicano Studies; University of California Santa Barbara

Designed to acquaint persons conducting library research in Chicano Studies with the numerous reference materials found in the University Library at the University of California-Santa Barbara, the manual provides information on the Coleccion Tloque Nahuaque, relevant subject headings, and a useful search strategy. The Coleccion Tloque Nahuaque, which serves as a focal point for information services relating to the Chicano/Mexicano experience in the United States, is briefly discussed in terms of its resources, staff, reserve reading service, circulation policy, publications, computer search services, exhibits, tours, and hours of service. An overview of the following departmental resources is provided: resources in education, government documents, Department of Special Collections, Map and Imagery Laboratory, Arts Library, and Curriculum Laboratory. Sixty-nine subject headings and 26 Library of Congress call-numbers relevant to Chicano Studies are listed. The five steps considered necessary in forming a useful search strategy are briefly reviewed: finding an overview for the general subject, reviewing available bibliographies for the field, finding books for the topic, finding materials through indexes and abstracts, and locating useful directories. The manual concludes with a list of 99 selected reference materials identified as standard items for reference work on the Chicano and a key word and subject index. (NQA)

ED 251 296 SE 045 234

H. R. 1310, Emergency Mathematics and Science Education Act. Hearings before the Committee on Science and Technology, House of Representatives, Ninety-Eighth Congress, First Session (February 9, 16, 1983).

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 84

NOTE- 332p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Engineering Education; Engineers; Federal Aid; *Federal Legislation; Hearings; *Mathematics Education; Postsecondary Education; *Science Education; *Scientific Personnel

IDENTIFIERS- Proposed Legislation

These hearings focused on House Resolution (H.R.) 1310, a legislative proposal incorporating H.R. 30 and H.R. 582. This proposed legislation has three main parts: (1) assistance to elementary and secondary levels of education to improve the quality of instruction and achievement; (2) postsecondary education assistance; and (3) a national policy on science and engineering manpower, and an engineering and science personnel fund for matching grants. Individuals presenting testimony and/or providing prepared statements for these hearings include: Carl Perkins; Paul Simon; William Goodling; Jon L. Mills; Craig Phillips; Joseph Pettit; Evelyn Handler (presenting views of the higher education community); James Gant (representing the American Association of Colleges for Teacher Education); Maryly Peck; Jon Fuller (representing members of the National Association of Independent Colleges and Universities); Timothy Worth; Robert Gillespie; Richard Van Horn; David Florio (representing the American Education Research Association); Don Dimancescu; Robert Finnell; Jerry Jasinowski; Jack Geils (representing the American Society of Engineering Education); and Bill Aldridge (representing the National Science Teachers Association and other professional

Vetter, Betty M.
Opportunities in Science and Engineering. A Chartbook Presentation. Second Edition.
Scientific Manpower Commission, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Nov 84
NOTE- 132p.; For the first edition, see ED 230 413.
AVAILABLE FROM- Scientific Manpower Commission, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($15.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Degrees (Academic); Employment; *Employment Opportunities; Engineering; *Engineers; *Females; Higher Education; Labor Force; Labor Needs; *Labor Supply; Sciences; *Scientists; Secondary Education; Teacher Shortage; *Unemployment

This publication provides charts (with backup tables) and text for a basic presentation on current and projected career and employment opportunities in the various fields of science and engineering. The charts are organized under four headings: (1) supply of scientists and engineers; (2) utilization of scientists and engineers; (3) future supply of and demand for scientists and engineers; and (4) summary and conclusions. Additional data are provided in 20 appendix tables. The presentation is designed for college students and individuals planning to reenter the labor market in science or engineering, as well as for policymakers, science teachers, placement specialists, counselors, and other advisors of students. The presentation may be read by individuals or presented to groups by photocopying the charts as transparencies or handouts, or photographing them for use as slides. Although the information included emphasizes the growing participation of and opportunities for women in science and engineering fields, it is equally relevant for mixed groups. Any segments may be omitted as desired by a speaker to fit particular audiences, and additional information may be added in any field by utilizing the data found in the appendix

ED 251 324 SE 045 278

Clarkson, Philip C., Ed.
Research in Mathematics Education in Papua New Guinea: 1984. Proceedings of the Mathematics Education Conference, Mathematics Education Centre (4th, Lae, Papua New Guinea. May 1984).
Papua New Guinea Univ. of Technology, Lae. Mathematics Education Centre.
REPORT NO.- ISBN-9980-76-000-1
PUB DATE- May 84
NOTE- 362p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *College Mathematics; Concept Formation; *Dropouts; Educational Research; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Microcomputers; *Problem Solving; Remedial Instruction; Teacher Education
IDENTIFIERS- *Mathematics Education Research; Papua New Guinea

Seventeen research reports are arranged under several broad topics of mathematics education. Section 1 concerns language and mathematics learning, with one paper on word problems and one on concept formation. Papers on university level mathematics in Section 2 explore problem solving, characteristics of school leavers, some mathematical aspects of surveying education, an experimental approach to teaching numerical analysis, and remediation. In the third section, reports consider mathematical deficits of university entry students and topics to consider in the curriculum. The fourth section concerns post year 10 mathematics, with reports on the quality of school leavers and on distance versus face-to-face learning. Mathematics teaching in various cultures is the focus of Section 5, with secondary mathematics teachers, mathematical abilities, basic skills, and secondary teacher education in Uganda considered. Finally, problem solving with a function graphing program and a report on microcomputer use in Fiji are presented in Section 6. (MNS)

ED 251 339 SO 015 987

Dinnerstein, Myra; And Others
How to Integrate Women's Studies into the Traditional Curriculum.
Arizona Univ., Tucson. Southwest Inst. for Research on Women.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Rockefeller Family Fund, Inc., New York, N.Y.
PUB DATE- Aug 81
NOTE- 62p.; For related documents on the NEH Curriculum Integration Project, see ED 249 148-149 and SO 015 988. Appendix C contains small print that may not reproduce clearly.
AVAILABLE FROM- Southwest Institute for Research on Women (SIROW), University of Arizona, 269 Modern Languages Building, Tucson, AZ 85721 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; *Core Curriculum; Curriculum Development; *Educational Change; Financial Support; Higher Education; *Integrated Curriculum; Interdisciplinary Approach; Motivation Techniques; Politics; Program Descriptions; Program Development; Resource Materials; Teacher Characteristics; Teacher Motivation; Teacher Participation; *Womens Studies

Suggestions are presented on mainstreaming women's studies in the traditional curriculum. Directors of 17 curriculum projects involved in integrating materials on women into the college curriculum participated in a 3-day conference (Princeton, New Jersey, August 27-30, 1981). The material in the handbook is drawn from the experience of these projects. The document contains eight major sections: (1) Background: The "Mainstreaming" Movement; (2) How to Get Started: Using Cu[illegible]mpus Concerns; (3) How to Attract and Select Faculty Participants: Rewards and Resistance; (4) How to Design A Mainstreaming Project: Examples from the 17 Projects at the SIROW Conference; (5) How to Cope with Resistance; (6) How to Deal with Campus Politics; (7) How to Fund Projects: Funding Projects, Past and Present; and (8) How to Institutionalize Women's Studies Integration: Successful Strategies and Results. Appendices contain the list of participants at the SIROW

ED 251 353 SO 016 024

O'Reilly, Kevin

New Republic to Civil War: Booklet 2. Critical Thinking in American History. Teacher's Guide and Source Materials Envelope.

Hamilton-Wenham School District, South Hamilton, MA.

PUB DATE- 84

NOTE- 302p.; For student materials, see SO 016 025. For other documents in the Project on History and Logic (HAL) series, see SO 016 022-027.

AVAILABLE FROM- Critical Thinking Press, 775 Bay Road, South Hamilton, MA 01982 (Order No. 0250, $12.95, plus postage).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Civil War (United States); *Critical Thinking; High Schools; *History Instruction; Instructional Materials; Lesson Plans; Slavery; Social Studies; Teacher Developed Materials; *United States History

IDENTIFIERS- *Jacksonian Era

One of a series of curriculum materials in U.S. history designed to teach critical thinking skills systematically, this teacher's guide presents supplementary lesson plans for teaching high school students about the new Republic, the Jacksonian era, slavery, and the Civil War. The booklet begins with a guide to critical thinking which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Other methodologies include: problem worksheets; debate topics and transcriptions; and analyses of interpretations, in which students are presented with rival interpretations of historical events, rewritten at a high school vocabulary level. The teacher's guide includes a rationale for the program, detailed lesson plans keyed to student booklets, answer keys, test questions, a chart of critical thinking skills taught in each lesson, and difficulty-level coding. The document concludes with additional materials (the source materials "envelope"), including an outline of the guide to critical thinking, introductory worksheets,

ED 251 367 SO 016 056

Prinz, Andrew K.

Travel-Study as Part of the Urban Studies Curriculum: Or, Travel Need Not be Travail.

PUB DATE- Oct 84

NOTE- 11p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Toronto, Ontario, Canada, October 17-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Course Descriptions; Cross Cultural Studies; Cultural Awareness; Experiential Learning; *Field Trips; Foreign Countries; Government (Administrative Body); Higher Education; Problem Solving; Program Development; Program Implementation; *Study Abroad; *Travel; Urban Areas; *Urban Studies

Travel-study experiences offered as part of a college level urgan studies curriculum are described, and the mechanics involved in setting up such a course experience are discussed. The length of the travel experience varies from a 4-day mini-course involving local travel to a 3-week stay in a foreign country. Objectives are to help students gain a better appreciation of other cultures and countries and to help them understand the organizational structure of the city visited and of particular departments, the interrelationship of official government bodies, the patterns of need and the organization of solutions to those needs faced by the community, and similarities and differences between the city being visited and a city with which the students are familiar. Visits are scheduled with officials in the city, and then students are required to get to know the city for themselves. They must document their experience in a journal/log. Mechanics involve travel arrangements, official contacts, publicity, participant organization, and follow-up. While there have been some problems with the travel-study experiences (e.g., a student was robbed), the overall result has been very positive for both students and faculty. (RM)

ED 251 381 SO 016 075

Developing Character: Transmitting Knowledge. Sustaining the Momentum for Reform in American Education. A Thanksgiving Day Statement by a Group of 27 Americans.

Thanksgiving Statement Group, Posen, IL.

SPONS. AGENCY- J.M. Foundation, New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.

PUB DATE- 21 Nov 84

NOTE- 40p.

AVAILABLE FROM- The Thanksgiving Statement, c/o ARL, 2605 West 147th St., Posen, IL 60469 ($4.00 prepaid; $3.00 for 10 or more copies).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Academically Gifted; Curriculum Development; Educational Change; *Educational Improvement; Educational Policy; Educational Quality; Educational Research; Elementary Secondary Education; Higher Education; *Personality Development; Position Papers; *Student Needs; Teacher Evaluation; Teacher Improvement; Textbooks

IDENTIFIERS- *Character Education

A joint statement by 27 scholars, educators, and policymakers focuses on the question of character development in American education, as well as the general need to sustain the momentum of reform brought about by numerous national reports on education. Following an executive summary which presents a rationale for the statement, material is divided into nine sections. Each section addresses a particular issue: developing good character in the young, improving academic performance by all students, maintaining demands on the academically talented, strenghtening teachers and teaching, upgrading curriculum and textbooks, providing choice for parents and pupils, revitalizing education policymaking and research, re-evaluating undergraduate education, and receiving accurate information on schools and pupils. For each issue, an explanatory paragraph is followed by discussion and several concrete recommendations. Where relevant, charts and graphs provide statistical support for general statements. A concluding statement is accompanied by a chart allocating responsibility for action on the nine issues to parents, teachers, schools, districts,

ED 251 395 SO 016 105

Stafford, Mary Ann
Humanities Curriculum Guide.
Pine Bluff School District 3, Ark.
PUB DATE- 84
NOTE- 161p.; Prepared at Pine Bluff High School. Contains small print throughout.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Appreciation; Classical Literature; Curriculum Guides; European History; Grade 11; Grade 12; Greek Civilization; High Schools; *Humanities Instruction; Human Relations; Learning Activities; Religion; Renaissance Literature; Social History; Social Studies; Tribes; Units of Study; Western Civilization; World History
IDENTIFIERS- Renaissance

Designed as a model for a high school humanities program, this publication outlines a two-course, two-year elective in humanities for high school juniors and seniors. Introductory material includes an overview of the program and its history, credits, goals of the program, and an introduction to humanities. The major portion of the guide contains unit plans for the two courses, Humanities I and Humanities II. Humanities I units are: Tribal Man, Classical Man, Renaissance Man, and Modern Man. Each unit outline covers objectives; introductory, developing, and culminating activities; materials; exercises; and a paper or project. Units in Humanities II are Man and Self, Man and God, and Man and Society. Bibliographies and semester course evaluation forms are also provided. (LP)

ED 251 396 SO 016 106

ED 251 409 SP 025 360

Myers, Betty; Mager, Gerald M.
Choices in Academic Careers.
PUB DATE- Oct 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *Educational Research; Faculty Development; *Faculty Workload; Higher Education; Noninstructional Responsibility; Professional Recognition; *Scholarship; *Teacher Educators; Teacher Motivation; Teaching (Occupation)

A long-term study of new professors in 14 graduate schools of education sought to identify the academic choices professors make early in their careers. A survey examined professors' hours spent in job-related work each week, tasks they committed their time to, tasks they felt they should commit more time to, and insights they reported about their experience of being professors. An analysis of their responses indicated that new professors spend only a portion of their time on research, scholarship, and the potentially supportive work of personal professional development, and that they would choose to spend considerably more time at those activities. The data suggest that those who are already working more hours per week than the average are not committing more time to research and scholarship. Despite their desire to apply themselves to scholarly pursuits and research, new professors find that they canot control the time they spend at work and that their choices are limited by administrative expectations and assignments. The conclusions suggest that exercising choice in an academic career is an important dimension of that work, but choices are not unlimited. (JD)

ED 251 410 SP 025 368

ED 251 424 SP 025 432

Clark, Christopher M.

Research on Teaching and the Content of Teacher Education Programs: An Optimistic View. Occasional Paper No. 75.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jun 84

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

CONTRACT- 400-81-0014

AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.50).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Beginning Teachers; *Curriculum Development; Higher Education; Preservice Teacher Education; *Program Content; *Research Utilization; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators

This paper presents a proposal for improving the relationship between the communities of research on teaching and teacher education. An examination is made on ways existing research on teaching might be used in curriculum planning for teacher education. Three changes are called for: (1) that researchers and teacher educators understand each other's work more profoundly; (2) that the curriculum planning process in teacher education be clearly delineated; and (3) that the concept of the newly graduated teacher be changed from that of "inexperienced expert" to "well-started novice." This concept, it is pointed out, would characterize beginning teachers as individuals who lack professional experience, but who are actively learning and continuing to develop toward expert status. It is argued that research on teaching could be made more useful in teacher education settings by conceptualizing the research outcomes as consisting not only of findings and implications, but also of concepts, theoretical models, questions, methods of inquiry, and case

ED 251 438 SP 025 447

Defino, Maria E.; Hoffman, James V.

A Status Report and Content Analysis of State Mandated Teacher Induction Programs. Report No. 9057.

Texas Univ., Austin. Research and Development Center for Teacher Education.

PUB DATE- Apr 84
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Content Analysis; Elementary Secondary Education; Higher Education; *Program Content; Program Costs; Program Design; Program Implementation; *State Programs; Teacher Certification; *Teacher Orientation

This paper reports on a 1983 national survey that focused on programmatic activity in teacher induction. Responses were obtained from various professionals from the 50 state education agencies. A content analysis of teacher induction programs already in effect was also made. The first set of questions in the survey questionnaire inquired as to whether or not the state had a teacher induction program in effect, and, if so, what type of program. The next items asked about the program's major features, including: (1) statements of goals and purposes; (2) duration of the program's operation; (3) years of involvement required of beginning teachers; (4) required orientation sessions or days; (5) professional skills examined though the program; (6) involvement of members of any higher education institutions; (7) program funding; (8) program evaluation; (9) program administration; and (10) numbers of certificates being issued to teachers entering the field in each state. Data obtained by the survey are presented in tabular format. The questionnaire is appended along with data from 11 states that have induction programs in various stages of development but not yet implemented. (JD)

ED 251 452 SP 025 523

Byers, Joe L.

The Prediction of Commitment to the Teaching Profession.

PUB DATE- Apr 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Ability; *Career Choice; Higher Education; *Predictor Variables; Preservice Teacher Education; Program Attitudes; Social Influences; Teacher Education Programs; *Teacher Persistence; Teacher Qualifications; *Teaching (Occupation); Teaching Conditions

Two recent studies imply that there is a negative selection process at work which systematically attracts and then holds in the teaching profession young people with modest verbal and quantitative abilities. The Vance & Schlecty study compared "recruits"--those who had: (1) majored in education; (2) taught school; or (3) obtained a certificate to teach--to "non-recruits," ranking them separately by Scholastic Aptitude Test (SAT) scores. Recruits were subdivided into: non-teachers; teachers; committed teachers; defectors; and confirmed defectors. Committed teachers represented a greater proportion of lower SAT scores than did the other groups. It is suggested that: (1) Societal factors may convince those with modest abilities that teaching is a good profession to consider, and persuade those with higher ability levels that it is an inappropriate career choice; (2) Teacher education programs may encourage the more modestly endowed to continue in teacher training and drive the higher academic-functioning students away; and (3) Teaching conditions may be instrumental in selecting or maintaining staff members of lower ability. A parallel study made at Michigan State University focused on students entering the teaching program. The SAT rankings of students interviewed for both studies are presented in tables and comparisons are made. (DG)

ED 251 468 SP 025 755

Certification Standards Adopted by the Oklahoma State Board of Education.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- 27 Sep 84
NOTE- 188p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Certification; Degrees (Academic); *Educational Certificates; Elementary Secondary Education; Graduation Requirements; *School Personnel; *State Standards; Teacher Certification; Teacher Education Programs; *Teacher Qualifications
IDENTIFIERS- *Oklahoma

This document presents the standards adopted by the Oklahoma State Board of Education for qualification and certification of persons for instructional, supervisory, and administrative positions and services in Oklahoma public schools. Included are rules and regulations governing the issuance and revocation of certificates for county superintendents of schools, district superintendents of schools, principals, supervisors, librarians, school nurses, visiting teachers, classroom teachers, and other personnel performing instructional, administrative, and supervisory services. Specific standards are listed for: (1) early childhood certificate; (2) elementary school certificate; (3) elementary-secondary school certificate; (4) secondary school certificate; (5) school service personnel certificate; (6) specialized services certificate; and (7) vocational-technical certificate. Also included are regulations governing the issuing of endorsements placed on valid licenses/certificates to indicate that the holder is eligible to teach specific subjects in accredited schools. (JD)

TM

ED 251 482 TM 840 680

Hecht, Lawrence W.; Powers, Donald E.

The Predictive Validity of Preadmission Measures in Graduate Management Education: Three Years of the GMAC Validity Study Service.

Educational Testing Service, Princeton, N.J.; Graduate Management Admission Council, Princeton, NJ.

REPORT NO.- GMAC-RR-82-1
PUB DATE- Apr 82
NOTE- 30p.; Paper presented at the Annual Meeting of tne American Educational Research Association (66th, New York, NY, March 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; *Business Administration Education; *College Entrance Examinations; Correlation; *Grade Point Average; *Graduate Students; Higher Education; *Predictive Validity; Selective Admission; Test Results; Test Validity
IDENTIFIERS- *Graduate Management Admission Test

The Graduate Management Admission Council (GMAC) Validity Study Service was created to enable graduate schools of management to investigate the adequacy of the devices and procedures they use for selection purposes and to facilitate the accumulation and summary of data from many individual graduate management schools. Participating schools are required to provide information on three standard predictors Graduate Management Admission Test (GMAT)-Verbal and GMAT-Quantative scores, and undergraduate grade point average) and one standard criterion (first year grade average in management school). In addition, each school may specify optional subgroupings, predictors, and criteria relevant to its admissions process. From 1978-79 through 1980-81, 85 separate studies have been conducted through the Validity Study Service. This report provides: (1) a descriptive summary of the validity of GMAT scores and undergraduate grade point average as predictors of first year grade point average in management school; and (2) a categorization of optional variables designated by individual schools along with the correlational analyses for the most frequently specified variables. For nearly all of the included

ED 251 496 TM 840 777

Shively, Joe E.

Needs Assessment Project. FY84 Confirmation Study.

Appalachia Educational Lab., Charleston, W. Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Aug 84
NOTE- 83p.; For related documents, see ED 212 654-655, ED 216 015. ED 227 556, and ED 238 919.
CONTRACT- 400-83-0001
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Attitude Measures; *Educational Needs; Elementary Secondary Education; Followup Studies; Governing Boards; *Needs Assessment; Private Schools; Program Development; Questionnaires; *Regional Laboratories; Regional Programs; *Research and Development; State Programs
IDENTIFIERS- Alabama; *Appalachia Educational Laboratory WV; Kentucky; Mail Surveys; *Needs ASsessment Project (AEL); Ohio; Pennsylvania; Tennessee; Virginia; West Virginia

A needs sensing confirmation study was conducted to identify the Appalachia Educational Laboratory's (AEL) long term research and development program needs and provide guidelines for its seven member states' activities. The AEL Board of Directors, individuals serving in similar positions as the Board members, and a sample of non-public school administrators were surveyed. Previous AEL educational needs studies (1980-83) utilized the need statements generated by statewide conference participants in 1980. This 1984 study used 21 needs statement summaries, with a rating scale of 0 to 4 for evaluating importance. Results for 1980-83 indicated that important educational needs had not shifted extremely over time; consequently, no major shifts in AEL services or long term programmatic research and development should have occurred as a function of these results. The 1984 survey results were strikingly similiar to the previous studies: mastering basic skills and developing the knowledge, skills, and attitudes to be effective life-long learners were very important in each state and across the region. Those surveyed were in high agreement concerning the

ED 251 510 TM 850 012

Zwick, William R.; Velicer, Wayne F.
A Comparison of Five Rules for Determining the Number of Components in Data Sets.
PUB DATE- Aug 84
NOTE- 59p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Science Research; *Comparative Analysis; *Correlation; *Data Interpretation; Factor Analysis; *Factor Structure; Hypothesis Testing; Research Methodology; Sampling; *Statistical Analysis
IDENTIFIERS- Cattell (Raymond B); Chi Square Test (Bartlett); *Eigenvalue Greater Than Unity Rule (Kaiser); Minimum Average Partial Rule (Velicer); Parallel Analysis (Horn); Scree Test

A common problem in the behavioral sciences is to determine if a set of observed variables can be more parsimoniously represented by a smaller set of derived variables. To address this problem, the performance of five methods for determining the number of components to retain (Horn's parallel analysis, Velicer's Minimum Average Partial (MAP), Cattell's SCREE, Bartlett's Chi-Square test, and Kaiser's eigenvalue greater than unity rule) was investigated across seven systematically varied factors (sample size, number of variables, number of components, component saturation, equal or unequal numbers of variables per component, and the presence or absence of unique and complex variables). Five sample correlation matrices were generated at each of two levels of sample size from the 48 known population correlation matrices representing six levels of component pattern complexity. The performances of the parallel analysis and the MAP methods were generally the best across all situations. The SCREE test was generally accurate but variable. Bartlett's test was less accurate and more variable than the SCREE test. Kaiser's method tended to severely overestimate the number of components. Recommendations concerning the conditions under which each of the methods are accurate are discussed, along

ED 251 525 UD 023 801

Ratteray, Joan Davis
One System is Not Enough: A Free-Market Alternative for the Education of Minorities.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Disadvantaged; Educational Discrimination; *Educational Quality; Elementary Education; Minority Group Children; *Neighborhood Schools; *Parent Participation; *Private Schools; *School Effectiveness; Urban Schools

Neighborhood-based independent schools are more satisfactory than idealistic attempts to achieve an equitable education for minority and disadvantaged children within public institutions. Instead of assimilation, there is acute alienation from schooling for a large proportion of minority students in poor urban neighborhoods as majority-culture communities relocate themselves, taking with them their considerable educational resources. Independent schools operated by and for minorities allow parents to exercise greater control over the educational fate of their children. These schools serve mainly as "feeder" schools for public and traditional private schools and should be supported because of their expertise in creating achieving environments for the education of minorities. (RDN)

ED 251 526 UD 023 802

Grantham, Robert J.; Gordon, Myra
A Summary of Project Open Horizons, Phase I: Implementation and Data Analysis.
Tefco Services, Inc., Buffalo, NY.

ED 251 540 UD 023 919

The Bilingual Education Act of 1984: Community Involvement in Policy Development.
National Council of La Raza, Washington, D.C.
PUB DATE- 5 Nov 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Bilingual Education; *Community Involvement; *Community Organizations; Cooperation; Elementary Secondary Education; *Federal Legislation; Government Role; *Minority Groups; *Policy Formation; Public Policy
IDENTIFIERS- *Bilingual Education Act 1984

A significant feature of the Bilingual Education Act of 1984 is the high level of involvement of the Hispanic and other language-minority communities in its development. In a very real sense, the legislation is an illustration of grass-roots policy development. Although the actual drafting of legislation was done in Washington, DC. (coordinated primarily by the National Council of La Raza and the National Association for Bilingual Education, at Congressional request), hundreds of people from all over the country contributed ideas, reviewed and revised drafts, and otherwise actively participated in policy formation. The final proposal was the result of consensus among very diverse groups of people. This paper provides a history and analysis of this collaboration between Congress, community organizations, and others. (Author/KH)

ED 251 541 UD 023 921

Evans, Robert W.; And Others
Rights and Responsibilities. Administrative Guidelines.

ED 251 555 UD 023 945

Pritchard, May Long
State Education and Coordination Grants: The Early Experience. The State Youth Initiatives Project, Working Paper #4.
Public/Private Ventures, Philadelphia, PA.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Disadvantaged; Federal Aid; Federal State Relationship; Higher Education; *Job Training; *Program Administration; *Program Implementation; Secondary Education; *Statewide Planning; Youth
IDENTIFIERS- *Governors Grants; *Job Training Partnership Act 1982 Title IIA

This paper focuses on issues related to the management, goals, activities, and problems of the State Education Coordination and Grants set-aside of the Job Training Partnership Act (JTPA). (This provision places 8 percent of each State's total allocation for training for Disadvantaged Youth and Adults (Title II-A) under the authority of the governor to use in promoting coordination between education, employment and training, and other services.) The period covered is October 1983, through June 1984, the first official period of JTPA activity during which the basic structure for the new law was established. The twelve States included in the survey are: Connecticut, Illinois, Indiana, Kentucky, Maryland, Massachusetts, Minnesota, New Jersey, New York, North Carolina, Oregon, and South Carolina. The paper is divided into nine sections: (1) Overview (provides a brief description of the goals and terms of the set-aside); (2) Agency Administration (examines the ways in which States have organized the management of the grant); (3) Methods of Distribution; (4) Target Groups; (5) Program Emphases; (6) Problem Areas (discusses some of the difficulties States encountered in the early implementation of the 8 percent grant); (7) Effecting Coordination (describes some innovative approaches to coordination adopted by States in the sample); (8)

ED 251 570 UD 023 963

Expanding Options. Facilitator's Guide--Administrator Workshop.
Center for Studies of the Person, San Diego, CA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 126p.; For related documents, see UD 023 961-969.
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($9.00 including Coordinator's Guide; Entire set of 8 guides $109.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Administrators; *Behavior Change; *Change Strategies; *Educational Change; Elementary Secondary Education; Equal Education; Learning Activities; Management Development; Resource Materials; *Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; Teaching Guides; Workshops

This guide provides procedures and supporting materials for a training workshop on sex equity targeted at local school administrators. The workshop is intended to promote administrator readiness to support sex equity, and to increase administrator commitment and skills to implement the spirit as well as the letter of Title IX and similar legislation. The guide describes the content, process, and sequential learning experiences for two sessions. Session 1 is organized to increase awareness of sex-role stereotyping and discrimination and to provide a common vocabulary. Session 2 focuses on linguistic bias, Title IX, and practical action strategies for achieving sex equity. In addition to describing session-by-session goals and procedures, the guide contains mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

ED 251 585 UD 023 984

Passow, A. Harry
Equity and Excellence: Confronting the Dilemmas.
PUB DATE- Dec 84
NOTE- 20p.; Paper prepared for the International Conference on Education in the '90s: Equality, Equity and Excellence in Education (1st, Tel-Aviv, Israel, December 16-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; Educational Objectives; *Educational Policy; *Educational Quality; Elementary Secondary Education; *Equal Education; Policy Formation

A common theme in the current spate of reports advocating reform of American schools has been the need for attaining the twin goals of "equity" and "excellence." Yet there is widespread disagreement, not only on the relationship of quality and equality, but on the acceptable meanings of these terms as well. James Coleman, (1969) in "The Concept of Equality of Educational Opportunity" (1969), for instance, identified five different types of equality and inequality. Similarly, excellence has been defined in terms ranging from "high academic standards in traditional school subjects" to "the quality of one's performance rather than the kind of work." A major concern is whether excellence is to be defined in terms of the same goals and objectives for all students or whether individual differences are to be recognized. Differentiated curricula, grouping, streaming, and tracking have long been used to provide for individual differences. But most current reports have criticized these practices (especially tracking) as being inequitable. Other questions emerging from the complexity of this issue include dealing with students who will not be able to meet the newly proposed high standards; deciding whether vocational education has a place in our curricula; and determining the viability of bilingual education. In summary, equity and excellence are unlikely to be achieved unless the hard issues which these concepts raise for policy makers and practitioners alike are confronted. (KH)

ED 251 242 PS 014 786

Pain, K.
Articulation Linkages: Children and Parents in Early/Basic Education.
Alberta Dept. of Education, Edmonton.
PUB DATE- Aug 84
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); Classroom Environment; *Curriculum Evaluation; Developmental Continuity; Educational Improvement; Educational Objectives; Foreign Countries; *Grade 1; Interviews; *Kindergarten; Naturalistic Observation; *Parent Participation; Primary Education; Program Evaluation; Teaching Methods
IDENTIFIERS- *Alberta

Included in this document are two reports of studies using data from the same 15 research sites in Alberta, Canada. The first study, "Critical Variables in ECS-Grade One Articulation," documented factors associated with successful articulation of Early Childhood Services (ECS) and primary school programs. Data were collected through observations in kindergarten and first-grade classrooms and through interviews with principals, teachers, and parents. The 15 research sites were ranked by research team members as to the degree of articulation present. Results indicated that, in schools with a high degree of articulation, teachers and principals emphasized the development of children who were self-reliant and self-motivated to learn. First-grade teachers also used more "ECS-like" methods. In schools with low articulation, the emphasis tended to be on socialization, fitting in with the group, and learning school-appropriate behavior. These same interviews were used to gather data for the second study, "Parental Involvement in Early Childhood Services Programming." Overall, parents reported a high level of involvement and many benefits from involvement, with less involvement in the primary grades than in ECS. The studies concluded with specific recommendations for the Alberta Department of Education for Improving articulation and parental involvement at the early childhood and primary school levels. (Author/CB)

ED 251 256 RC 015 015

Hurlburt, Graham
Manitoba Indian Education Association. A Learning Assistance Program.
PUB DATE- 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Canada Natives; *College Preparation; Coordinators; *Educational Counseling; Foreign Countries; Postsecondary Education; Program Descriptions; Psychological Evaluation; Student Adjustment; Student Motivation; *Student Personnel Services; Study Skills; *Tutorial Programs; Undergraduate Students
IDENTIFIERS- *Academic Orientation; Canada; Manitoba

To promote the university academic adjustment of Canada natives, the program evaluates native education, develops curriculum, helps schools prepare for local control, prepares research studies, and conducts workshops. During academic year 1983-1984, instructor and student tutors provided more than 1,000 tutoring contact hours to some 300 of the 600 identified Indian students at the University of Manitoba in Winnipeg. Other support services provided by the program coordinator encompassed psychological assessment through test administration and results interpretation, consulting and referral activities for information and other support agency contact, and management of study skills workshops. The program coordinator also participated in professional conferences related to native education, counseling and employment opportunities, and supervised and directed two program tutors. Group study skills and academic achievement tests were administered at selected secondary schools. Ongoing research projects include study of alcoholism and education and vocational interest testing. A staff publications list is appended. (MM)

ED 251 257 RC 015 024

Reyna, Tadeo

options are to be combined. (NEC)

ED 251 270 RC 015 059

Gulliford, Andrew
America's Country Schools.
National Trust for Historic Preservation, Washington, D.C.
REPORT NO.- ISBN-0-89133-112-3
PUB DATE- 84
NOTE- 293p.
AVAILABLE FROM- Preservation Shops, National Trust for Historic Preservation, 1600 H Street, N.W. Washington, DC 20006 ($18.95 ea., plus $2.50 postage and handling 10% discount to members, 40% to retail trade).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Acculturation; *Architectural Character; Basic Skills; Building Design; Community Centers; Community Schools; Curriculum; Educational Objectives; Elementary Secondary Education; Immigrants; *One Teacher Schools; Oral History; Outcomes of Education; Personal Narratives; Photographs; *Preservation; Resource Materials; *Role of Education; Rural Education; Rural Schools; School Community Relationship; Small Schools; Teachers; *United States History
IDENTIFIERS- *Country Schools; Cultural Contributions; Frontier Communities; Frontier History; United States (West)

The book examines the one-room schoolhouse and the memories of this important part of the American past through sections on the country school legacy, country school architecture, and country school preservation. The architectural and historical significance of this distinctive building type is evocatively portrayed by more than 400 photographs. The country school legacy section addresses country schools in American education, the four R's (reading, writing, arithmetic, and recitation), teachers' lives on the western frontier, country schools as community centers, country schools and the assimilation process, and country schools today. The country school architecture section provides a review of little red schoolhouses--and others. The country school preservation section discusses the new three R's (restoration, rehabilitation, and reuse) and presents case studies of one school now used as a living history museum and one school now used as a bank. The book closes with a list of country schools (by state) that are currently in use

ED 251 284 RC 015 088

Worthington, Robert M.

Report to the Secretary on the Department of Education's Rural Education Activities: Fiscal Year 1984. Volume I.

Department of Education, Washington, DC.

PUB DATE- 84

NOTE- 169p.; For related documents, see RC 015 089-90.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Programs; *Agency Cooperation; American Indian Education; Bilingual Education Programs; Committees; Educational Technology; Elementary Secondary Education; *Federal Programs; *Government Role; Leadership; Library Services; *Policy Formation; Postsecondary Education; Private Education; Regional Planning; *Rural Education; Spanish Speaking; Special Education; Vocational Education

IDENTIFIERS- *Department of Education; *Intra Agency Committee on Rural Education; Minutes of Meetings; Rural Education Rural Family Ed Policy for the 80s

Highlights listed for the Department of Education's Intra-Agency Committee on Education's third year include issuance of the national rural education policy statement (October 1984), sponsorship of a national forum on rural education with 697 attendees (June 1984), formation of a Subcommittee on Rural Education Data, continued liaison with other departments and organizations interested in rural education, and increased activities resulting from the Committee's leadership and the policy statement. This volume includes the policy statement, entitled "Rural Education and Rural Family Education Policy for the 80's," a list of Committee members, and minutes of FY84 Committee meetings. The major part of the document consists of reports from 15 Department of Education offices listing their rural education activities and including: the title of each activity and its purpose; the section(s) of the rural education policy statement addressed by the activity; the scope, starting/ending dates, target audience, and procedure; products; legislation/administrative authority; and funding sources. The offices represented are: vocational and adult education; elementary/secondary education; special education and rehabilitative services; bilingual education and minority languages affairs; educational research and improvement; postsecondary education; legislation and public

science teacher organizations). Included (in an appendix) is a letter from Bruce Christenson (president, National Public Television), a statement from the National Education Association, and additional material submitted for the record. (JN)

ED 251 297 SE 045 237

1985 National Science Foundation Authorization. Hearings before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Eighth Congress Second Session on H. R. 4974 (February 3, 9, 28, 29; March 21, 1984).

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 84

NOTE- 439p.; Document contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Budgets; Computers; *Engineering; Engineering Education; *Federal Legislation; *Federal Programs; Hearings; *Instrumentation; Mathematics Education; Policy; Science Education; Science Equipment; *Sciences; Scientific Research

IDENTIFIERS- Congress 98th; *National Science Foundation

These hearings focused on various topics and issues related to the fiscal year 1985 budget request of $1.5 billion for the National Science Foundation (NSF), which represents a 13 percent increase over the 1984 level, as well as on NSF policies. Witnesses, representing government or scientific and technical organizations not directly part of the NSF adminsistration, who presented testimony and/or prepared statements included: Edward Knapp (NSF director); Lewis Branscomb (chairman, National Science Board); Mary Good; Anna Harrison; Robert Rosenzweig; Russell Drew; Henry Aaron; Joe Wyatt; Ronnie Flippo; Robert Kersten; Robert Baker; Frank Press; J. Thomas Ratchford; Donald Glower; Myron Tribus; and Richard Nicholson (accompanied by Carl Hall). Among the areas considered by these individuals were: overall research priorities of the NSF; supercomputers and proposed centers for cross-disciplinary research in engineering; university instrumentation and scientific equipment needs; science and mathematics education; and engineering education. Highlights for

tables. (JN)

ED 251 311 SE 045 264

Murphy, Barbara K.
Remedial Math Program for Grades 5-8.
PUB DATE- 20 Nov 84
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Mathematics; Intermediate Grades; Junior High Schools; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Remedial Instruction; *Remedial Programs; Secondary School Mathematics; Student Attitudes; Teaching Methods
IDENTIFIERS- *Mathematics Education Research

This project examined: (1) the skills to be taught in a remedial mathematics program for fifth through eighth grade students (N=40) who are at least 2 years behind in general mathematics at their respective grade levels; (2) guidelines from the educational literature that are appropriate for use by a remedial mathematics middle school teacher; (3) materials appropriate for use in a remedial mathematics middle school program; (4) the impact of a remedial mathematics program on students' mathematics achievement and attitudes toward mathematics; (5) communication skills and techniques needed to improve a remedial mathematics program; and (6) the value of planning in a remedial mathematics program. Achievement data show that the program may be a valuable guide that will develop greater gains for individual students, and this may possibly improve effort and positive attitudes toward mathematics. Attitude data (based on 4 weeks of measuring students' attitudes about themselves and their current remedial program) are also included. Other areas examined are discussed in the literature review section of this study, including teaching suggestions which require only minimal teacher preparation. A description of the remedial mathematics program, student report forms, classroom suggestions, and ideas for conferences are included in the appendices. (JN)

ED 251 325 SE 045 280

Sharp, Karen Tobey
What Is Discrete Mathematics?
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Mathematics; Community Colleges; *Course Descriptions; Higher Education; *Mathematics; *Mathematics Curriculum; Mathematics Instruction
IDENTIFIERS- *Discrete Mathematics

This paper cites information received from a number of sources, e.g., mathematics teachers in two-year colleges, publishers, and convention speakers, about the nature of discrete mathematics and about what topics a course in this subject should contain. Note is taken of the book edited by Ralston and Young which discusses the future of college mathematics and also of recommendations about discrete mathematics made by various groups. The paper notes that the inclusion of discrete mathematics into the curriculum has been advocated by many credible sources. The major topics included in such a course seem to be sets, propositional logic, formal systems such as groups, methods of proof, graph theory, trees, relations, functions, and basic combinatorics. If probability is included, its coverage will not be in depth. Additional material includes analysis of algorithms, matrix algebra, predicate logic, boolean algebra, and additional probability and combinatorics. Outlines of books and survey results are appended. (MNS)

ED 251 326 SE 045 282

Hecht, Miriam
Basic Skills Programs at the City University of New York: Mathematics.
City Univ. of New York, N.Y. Office of Academic Affairs.
PUB DATE- 82
NOTE- 124p.; For the other basic skills volumes, see ED 207 092 and

conference, summaries of the 17 curriculum integration projects, and an annotated list of resources for curriculum integration. (RM)

ED 251 340 SO 015 988

Dinnerstein, Myra; And Others

Integrating Women's Studies into the Curriculum.

Arizona Univ., Tucson. Southwest Inst. for Research on Women.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; Rockefeller Family Fund, Inc., New York, N.Y.

PUB DATE- Aug 81

NOTE- 51p.; A report to the Association of American Colleges on the SIROW Conference "Integrating Women's Studies into the Liberal Arts Curriculum" (Princeton, NJ, August 27-30, 1981). For related documents on the NEH Curriculum Integration Project, see ED 249 148-149 and SO 015 987.

AVAILABLE FROM- Southwest Institute for Research on Women (SIROW), University of Arizona, 269 Modern Languages Building, Tucson, AZ 85721 ($3.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- Administrator Role; Change Strategies; *Core Curriculum; *Educational Change; Educational Objectives; Financial Support; *General Education; Higher Education; *Integrated Curriculum; Interdisciplinary Approach; Program Descriptions; Program Effectiveness; *Womens Studies

The result of a 3-day conference on integrating women's studies into the college curriculum, this report provides background and information on how the new scholarship on women changes the assumptions, goals, and means of liberal education. It was written specifically for the Association of American Colleges. The SIROW conference was attended by the directors of 17 projects involved in integrating materials on women into the college curriculum. Following background information and a rationale for women's studies in the college curriculum, various approaches used to integrate women's studies into the traditional curriculum and the role that administrators can play are discussed. Funding aspects are examined, and benefits of women's studies integration to colleges and universities are described. Results of the projects that participated in the SIROW conference are presented. Appendices contain the names of participants of the SIROW conference, the

worksheets and handouts from the various lessons in the student booklet, and test questions. (LH)

ED 251 354 SO 016 025

O'Reilly, Kevin

New Republic to Civil War: Booklet 2. Critical Thinking in American History. Student Manual

Hamilton-Wenham School District, South Hamilton, MA.

PUB DATE- 84

NOTE- 110p.; For teacher's guide, see SO 016 024. For other documents in the Project on History and Logic (HAL) series, see SO 016 022-027.

AVAILABLE FROM- Critical Thinking Press, 775 Bay Road, South Hamilton, MA 01982 (Order No. 0200, $2.95, plus postage).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Civil War (United States); *Critical Thinking; High Schools; *History Instruction; Instructional Materials; Slavery; Social Studies; Study Guides; Teacher Developed Materials; *United States History

IDENTIFIERS- *Jacksonian Era

One of a series of curriculum materials in U.S. history designed to teach critical thinking skills systematically, this student booklet presents high school students with supplementary lessons on the new Republic, the Jacksonian era, slavery and the Civil War. The student booklet begins with a guide to critical thinking which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Lesson topics include: the Jay Treaty and John Marshall's role in U.S. history, causes of the War of 1812, the case of "McCulloch versus Maryland," Alexander Hamilton's report on manufacturers, the philosophy of artist Asher B. Durand, the spoils system, the nullification of tariff by South Carolina in 1832, the Tariff of 1818, Jacksonian democracy, defenses of and attacks on slavery, the slave diet, Fort Sumter, viewpoints on the causes of the Civil War, and the Emancipation Proclamation. The student booklet is keyed to detailed lesson plans in an accompanying teacher's guide. (LH)

ED 251 368 SO 016 058

McCann, C. Douglas; And Others
Social Goals: The Nature and Structure of Social Interaction Objectives.
PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; *Goal Orientation; Higher Education; Interaction; *Interpersonal Relationship; *Social Behavior; *Social Psychology; *Student Attitudes
IDENTIFIERS- *Social Interaction; Social Motives

The purpose of the study was to examine more systematically the nature and structure of the social interaction objectives that individuals pursue in their everyday social relations. A pilot study was conducted to obtain a set of naturalistic social goals. Subjects in two studies were given the task of classifying these goals according to their similarities, and multidimensional scaling analyses were conducted in order to examine the dimensionality of subjects' cognitive representations of their social goals. In study one, 70 undergraduates from Ohio State University were asked to suggest the social goals they most often pursue in their interactions with others. Subjects identified and labeled 20 social goals, which were then grouped by 64 undergraduates from York University. This grouping revealed three goal dimensions: an information versus sociability focus, a self-gain versus relationship focus, and a task versus social manipulation focus. The three-dimensional solution reflected a highly interpretable representation of the dimensions underling subjects' cognitive representations of social interaction objectives. To examine the replicability of the findings in study one, subjects in study two (54 undergraduates from York University) were presented with the same stimuli and task. The ordering of social goals for each of the three dimensions appeared very similar to those obtained in study one. The results of the two studies revealed a highly reliable structure describing subjects' cognitive representations of their social interaction objectives. (LH) government agencies, the media, researchers, higher education, private interest groups, citizens, and the courts. Statements of partial dissent by some signers concludes the publication. (LP)

ED 251 382 SO 016 076

Mercy Teachers' College: 75 Years of Catholic Teacher Education, 1908-1984.
Institute of Catholic Education, Ascot Vale, Victoria (Australia).
REPORT NO.- ISBN-0-909294-13-5
PUB DATE- 84
NOTE- 184p.; Photographs and cover page may not reproduce clearly. Appendices contain small broken print that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- *Catholic Educators; College Buildings; College Curriculum; College Programs; Colleges; *Educational History; Higher Education; Preservice Teacher Education; Religious Education; *Teacher Education
IDENTIFIERS- Australia

A selective history of Mercy Teachers' College (Australia) is divided into six chapters. Following an introduction, the first chapter, "We Shall Find a Place," describes events leading up to the establishment of the college. The second chapter, "And Build," is an account of the major building projects undertaken to provide facilities for the various teaching activities introduced at different periods in the school's development. The third chapter, "And Grow," outlines the evolution of new courses and teaching specialists. The next two chapters, "And Live" and "And Change," focus on people of the college, past and present. An epilogue discusses the college crest and logo. Five appendices contain newspaper extracts, milestones in the college's history, samples of early correspondence from the Teachers and Schools Registration Board, sample syllabi, and a summary of courses for primary teachers, 1904-1984. Notes and sources, a list of illustrations, and an index are provided. (LP)

One Friendship at a Time: Your Guide to International Youth Exchange. International Youth Exchange--A Presidential Initiative.

Consortium for International Citizen Exchange, Washington, DC.; President's Council for International Youth Exchange, Washington, DC.

PUB DATE- Sep 83
NOTE- 61p.
AVAILABLE FROM- Consumer Information Center, Pueblo, CO 81009 (Order No. 512n, free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cultural Exchange; International Cooperation; *International Educational Exchange; *International Programs; Secondary Education; *Student Exchange Programs; Student Experience; Students; Study Abroad
IDENTIFIERS- Host Families

A description is provided of the International Youth Exchange Initiative, a joint government-private sector project to encourage citizen participation in international and cultural exchange programs. Following an introduction, there are four sections. The first section, "Becoming an Exchange Student," outlines questions to consider in applying for an exchange position and provides comments of former exchange students on their experiences. The second section, "Choosing the Right Program," describes how to evaluate an exchange program, by focusing on the sponsor, sponsor's finances, contingency provisions, housing and student facilities, study programs and selection procedures, and orientation. The third section, "Volunteering To Be A Host Family," defines hosting and reviews common problems and considerations in choosing a program. The final section, "Directory of Selected International Youth Exchange Programs, Services, and Information," is arranged in five parts: organizations primarily engaged in international youth exchange, organizations with an international focus that offer youth exchanges, domestic organizations that conduct exchanges, public service organizations that provide information on exchanges, and selected publications and references. (LP)

ED 251 397　　　　SO 016 109

Peters, Richard

Scarbrough, William; And Others
Expanding Frontiers: Analyzing the Implementation of Public Schools Professional Development Programs.
PUB DATE- 9 Feb 84
NOTE- 40p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February 9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; Program Evaluation; *Program Implementation; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; *Teaching Skills

The primary purpose of a staff development program entitled "Skills for Effective Teaching," which was adapted in a Virginia public school district, was to teach effective instructional skills to teachers who did not possess or demonstrate those skills. The program was also aimed at retaining and reinforcing the effective instructional skills exhibited by the staff and improving the quality of existing staff development practices. Two groups of teachers (program and non-program) were observed to determine their demonstrated instructional skills. The program group received one-day training sessions specific to each of the five program objectives during the academic semester. At the end of this period, all teachers (program and non-program) were again observed to determine their demonstrated instructional skills. "Program" teachers were also surveyed as to their perceptions regarding the worth of the staff development program. The five basic instructional skills emphasized in the program are outlined and described. A discussion is presented on the research methodology used to analyze the findings. Results indicate that the Skills for Effective Teaching professional development program holds promise as a viable teacher performance development program. The research instrument used is appended as well as data obtained from the study. (JD)

ED 251 411 SP 025 378

Chang, Ping-Tung; Tsui, George Chien-Chi
Mathematics Inservice Program in the Province of Taiwan, Republic of China. its Development, Implementation, and Evaluation.

studies. It is predicted that appropriate use of research on teaching in the service of teacher preparation will not make teacher education easier, but will make it more appropriately complex. (Author/JD)

ED 251 425 SP 025 433

Rogosa, David; And Others

Assessing the Stability of Teacher Behavior. Research Series No. 141.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 78p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, E. Lansing, MI 48824 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Conceptual Tempo; Elementary Secondary Education; *Individual Differences; Personality Measures; Personality Traits; *Psychological Characteristics; *Reliability; *Research Methodology; *Teacher Behavior; *Teacher Characteristics

A study of the stability of teacher behavior over time was formulated through two major questions: (1) Is the behavior of an individual teacher consistent over time? and (2) Are individual differences among teachers consistent over time? Regrettably, the first question has rarely been considered in previous investigations of the stability of teacher behavior, and empirical research on the second question has been marked by considerable confusion. In this paper, statistical procedures have been developed for answering each of these questions. Approaches and methods of previous studies of temporal stability are reevaluated. In addition, methods for assessing the stability of teacher behavior across contexts are described. Observational data on classroom teachers are used throughout to illustrate new approaches and methods for the study of stability of behavior. (Author/JD)

ED 251 439 SP 025 448

O'Neal, Sharon F.; Hoffman, James V.

Curriculum Decision Making and the Beginning Teacher. Report No. 9058.

Texas Univ., Austin. Research and Development Center for Teacher Education.

PUB DATE- Apr 84

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Responsibility; *Beginning Teachers; Board of Education Policy; Course Content; *Curriculum Development; *Decision Making; Elementary Education; Elementary School Teachers; Reading Instruction; School Districts; State Departments of Education; Teacher Orientation; *Teacher Responsibility

In a study of four begining teachers' understanding of curriculum decision-making, three questions were addressed: (1) How do beginning teachers understand district policies about curriculum decision making? (2) How can or should school districts provide guidance and leadership to incoming teachers? and (3) Do current induction policies consider beginning teachers' knowledge of curriculum decisions? Data were collected through focused interviews with four beginning elementary teachers and their principals from two different school districts. Also interviewed were the curriculum coordinator responsible for the reading programs within each district and the the reading coordinator for the state department of education. Findings indicated that there was occasional disagreement over decision making responsibility at all levels. Curriculum decision making was seen as moving further away from the classroom. Teachers and principals reported that their responsibilities in this area had diminished over the last few years, while district and state level responsibilities increased. Case studies are presented of the decision making process in the four schools and at the district and state levels. (JD)

ED 251 440 SP 025 449

ED 251 453 SP 025 527

Pittman, Sherry I.
A Cognitive Ethnography and Quantification of First Grade Teachers' Plans for Managing Students.
PUB DATE- Apr 84
NOTE- 52p.; For a related document, see ED 225 967.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Cognitive Processes; Corporal Punishment; Cultural Influences; Decision Making; *Discipline Policy; Educational Objectives; Educational Planning; Elementary Education; *Elementary School Teachers; Grade 1; Learning Strategies; Reading Instruction; *Student Behavior; Student Characteristics; *Teacher Behavior; Teacher Effectiveness

A study of three first grade teachers, who were interviewed and observed in the classroom setting, demonstrates a link between teachers' plans for action that they have developed over years of teaching and their routine management of students during reading. Both management and instructional goals, embedded in teacher beliefs about learning and child development, provide the rationale for making decisions based on culturally specific criteria. The findings, which include tabulated data, caution against assuming that teachers are not considering goals and objectives when planning and carrying out classroom activities, though they tend not to mention them spontaneously to interviewers. (Author/JD)

ED 251 454 SP 025 535

Peck, Robert F.; And Others
The Interplay of Teacher and Student Characteristics that Affect Student Learning, Attitudes, and Coping Skills. Final Report of the Teaching-Learning Interaction Study. Volumes I-III.
Texas Univ., Austin. Research and Development Center for Teacher Education.

ED 251 469 TM 840 481

Guide for Evaluating and Reporting Pupil Achievement, 1984 Edition, and Evaluating and Reporting Pupil Achievement in the Wichita Public Schools, 1984 Edition for Parents.

Wichita Unified School District 259, Kans.

PUB DATE- 84

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Academic Achievement; Communication (Thought Transfer); Elementary Secondary Education; *Evaluation Methods; *Grading; Guidelines; Parents; Report Cards; School Policy; *Student Evaluation; *Teacher Role

IDENTIFIERS- *Wichita Public Schools KS

These two brochures contain the philosophy and principles of evaluating and reporting pupil achievement (including a definition of the regular marking system) adopted by the Wichita Public Schools. Evaluating and reporting are viewed as a single process which is an integral part of the teaching/learning process. Communication with pupils and parents is central to evaluation procedures. The teacher's guide contains directions for selected procedures: (1) marking the Report to Parents on Pupil Progress (grades K-6) or Report Card (grades 7-12); (2) other methods of communication with parents and pupils (parent-teacher conference, failure notice--for pupils who are clearly failing a class by the fifth week of the school quarter, report of unsatisfactory pupil performance, and positive performance reports); and (3) final grades. A check list of eight characteristics of an effective system is given for teachers to evaluate their own practices. The parents' brochure defines the marking system, and describes the procedures used for computing the student's final grade. (BS)

ED 251 470 TM 840 491

studies, the use of both undergraduate grades and GMAT scores together results in better prediction of first year average, compared to the use of either preadmission measure alone. (Author/BS)

ED 251 483 TM 840 693

Schrader, William B.
The Graduate Management Admission Test: Technical Report on Test Development and Score Interpretation for GMAT Users.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Graduate Management Admission Council, Princeton, NJ.
PUB DATE- 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Business Administration; *College Entrance Examinations; *Graduate Study; Higher Education; Item Analysis; *Scoring; Student Characteristics; *Test Construction; Test Format; Testing; Testing Programs; Test Interpretation; Test Items; Test Manuals; Test Reliability; Test Validity
IDENTIFIERS- *Graduate Management Admission Test

This report provides information on test development, test administration, and score interpretation for the Graduate Management Admission Test (GMAT). The GMAT, first administered in 1954, provides objective measures of an applicant's abilities for use in admissions decisions by graduate management schools. It is currently composed of five sections: (1) Reading Comprehension; (2) Problem Solving; (3) Practical Judgment; (4) Data Sufficiency; and (5) Usage. New test forms are developed systematically from a test item pool. New items are pretested at regular test administrations and evaluated empirically. Test specifications are the blueprints for assembling a final test form. Uniform test administration conditions are maintained through responsible supervision and careful test security procedures. In addition, several publications provide all examinees with GMAT test information and test taking strategies. The GMAT score scale has a mean of 500, a standard deviation of 100 for the base group, and a possible range from 200 to 800. Angoff's methods are used to equate scores. Continuing validity studies (predictive, content, and construct) provide an important basis for score interpretation information on reliability, standard error, descriptive statistics, and

importance of the needs statements. Twenty tables summarize the findings, and extensive appendices (about half the document) contain communications with and listings of those surveyed, and the needs statement instrument used. (BS)

ED 251 497 TM 840 778

Brand, Stephen; And Others
Targeted Dissemination of Research-Based Information on Educational Testing Policy.
PUB DATE- Aug 83
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (Anaheim, CA, August 26-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiences; *Diffusion (Communication); Elementary Secondary Education; Evaluation Methods; *Information Dissemination; Minimum Competency Testing; *Pamphlets; Policy; *Research Utilization
IDENTIFIERS- *Targeted Dissemination

The Illinois Dissemination Research Project developed a public information brochure on Minimal Competency Testing for distribution to Illinois school boards, teachers and administrators. This method for transmitting research findings to policymaking audiences is called "targeted dissemination." It consists of: (1) translating relevant research findings into ordinary language; (2) selecting and involving a target audience; and (3) transmitting materials though exisiting groups which are linked to the target audience. This paper presents the rationale and guidelines used in the choice of audience, topic, and medium; outlines specific steps for brochure development; describes issues to be addressed in the planned brochure evaluation; and discusses potential future developments. (BS)

ED 251 498 TM 840 779

with the most effective and useful methods combinations. (Author/BW)

ED 251 511 TM 850 014

Butler, Richard P.; And Others
Description, Evaluation, and Validation of a Pilot Developmental Assessment Center in a Military-Educational Environment.
PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Military Testing Association (26th, Munich, West Germany, November 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Assessment Centers (Personnel); Higher Education; Leadership Qualities; *Leadership Training; *Military Schools; Military Training; Officer Personnel; *Personnel Evaluation; *Program Evaluation; *Student Development; Validity
IDENTIFIERS- Military Academy (West Point) NY

The purpose of this report is to describe, evaluate, and validate a pilot assessment center (AC) established in the Center for Leadership and Personal Development at the U.S. Military Academy to develop cadets on job skills needed by newly commissioned officers in the U.S. Army. The AC programs employ a leadership evaluation development method whereby cadets participate in a variety of simulations of a second lieutenant's job. During the course of the simulations, trained assessors observe and evaluate each cadet's performance, and later provide feedback to each participant regarding strengths and weaknesses on important military skills. To evaluate the program, 18 cadets and seven assessors completed anonymous questionnaires. In addition, role players' comments were obtained, and oral feedback was solicited from cadets and assessors during and after the pilot. Data were also gathered to validate the AC for developmental purposes, in terms of both concurrent and content-related validities. Results of the evaluation and validation are discussed. (BW)

ED 251 512 TM 850 016

PUB DATE- Feb 83
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Black Students; *Career Guidance; *Disadvantaged Youth; High Schools; *Minority Groups; Program Effectiveness; Program Evaluation; *Role Models; *Student Motivation
IDENTIFIERS- New York (Buffalo); New York (Niagara Falls); *Project Open Horizons

Project "Open Horizons," in Buffalo and Niagara Falls, New York, was born out of a recognition that minority adolescents in disadvantaged communities face serious social and personal problems in the area of career development. The originators of the project were seeking an effective methodology for exposing disadvantaged youth to a "success ideology" and for literally getting them moving in the right direction. To this end, Open Horizons employs the following three components, delivered in four two-and-a-half-hour sessions: (1) vocational biographies of role models--slide tape presentations of six prominent minority citizens in the surrounding area; (2) a vocational exploration manual--designed to reinforce the role models' message and to help participants work out action plans appropriate for themselves; and (3) rap and process sessions--group sessions during which participants watch the slide presentations, meet role models, do exercises from the manual, and discuss what they are learning and how it applies to themselves. Evaluation studies of the project indicate that it has met two of its major goals, first, that of improving participants' career information seeking behavior (particularly in the case of Blacks), and second, that of gaining from participants overwhelmingly positive reactions to the project's achievement-oriented ideology. (KH)

ED 251 527 UD 023 817

Bell, Derrick A., Jr
Heretical Thoughts on a Serious Occasion.
PUB DATE- 84
NOTE- 8p.; Paper presented at the Brown Plus Thirty Conference of the Metropolitan Center for Educational Research Development and Training (New York, New York).
LANGUAGE- English

Ohio State Dept. of Education, Columbus.
PUB DATE- 83
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Legislation; *Educational Policy; Elementary Secondary Education; Policy Formation; School Districts; *State Departments of Education; State School District Relationship; *Student Behavior; *Student Responsibility; *Student Rights
IDENTIFIERS- *Ohio

This handbook contains guidelines for the use of Ohio school districts in developing policy on student behavior, rights, and responsibilities. There are three main sections. The first describes current Federal and State law and practices relevant to student rights. The second deals with specific student behaviors that are often the subject of school rules (dress, marriage and pregnancy; drugs and alcohol; violent/disruptive behavior; out-of-school conduct; discipline; and student records), describing relevant current laws and practices and suggesting possible procedures for assuring that behavior rules reflect both student rights and student responsibilities. The final section provides a summary, including the following requisites for prescribed school rules: (1) a rational relationship to the achievement of the educational purpose of the school district; (2) compliance with fundamental constitutional rights; (3) compliance with any nondiscrimination requirements of federal and state law; (4) sufficient definiteness to provide notice to reasonable students that they must conform their conduct to the rule's requirements; (5) reasonableness in the exercise of the authority granted; and (6) all school rules must be reasonably and consistently applied. An appendix contains Section 3316.66 of the Ohio Revised Code, which governs suspension, expulsion, and emergency removal. (KH)

ED 251 542 UD 023 922

Walter, Franklin B.; And Others
Equal Educational Opportunity in Ohio Schools. A Guide for School Districts on Constitutional Provisions, Assessment Procedures and Monitoring Activities Pertaining to Racial Isolation.
Ohio State Dept. of Education, Columbus. Div. of Equal Educational Opportunities.

Conclusion (summarizes briefly the findings of this survey); and (9) State Profiles (highlights 8 percent policy and programming in each of the survey States). (KH)

ED 251 556 UD 023 946

Saeger, Wain; And Others
Relationships between Learning Strategies and Academic Performance of Disadvantaged Students.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Allied Health Occupations Education; *Disadvantaged; *Graduate Students; Higher Education; *Learning Strategies; Professional Education
IDENTIFIERS- *Revised Learning Strategies Inventory; *Survey of Study Habits and Attitudes

Learning strategies, a complex system of interrelated activities, are significantly related to the academic performance of disadvantaged students entering health-science education. The Revised Learning Strategies Inventory (RLSI) was used in conjunction with the Survey of Study Habits and Attitudes (SSHA) to investigate relationships between these two instruments and the academic performance of twenty-two disadvantaged students enrolled in a health-science summer enrichment program. All of the students were college graduates who were anticipating immediate entry into professional school. The group was composed of ten females and twelve males. There were seven Blacks, thirteen Whites, one Asian, and one Hispanic. Students completed the RLSI and SSHA during pre- and post-program assessment batteries. The pre-program administration of the instruments was not significantly related to academic performance (RLSI r = .031; SSHA r = .046). However, the post-program administration of the instruments was significantly related to academic performance (RLSI r - .335; SSHA r = .251). (Author/KH)

ED 251 571 UD 023 964

Expanding Options. Coordinator's Guide.
Center for Studies of the Person, San Diego, CA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 47p.; For related documents, see UD 023 961-969.
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160; Complimentary with each guide or set.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Change; Change Strategies; *Educational Change; Elementary Secondary Education; *Equal Education; Program Guides; *Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; *Workshops

This guide provides an overview of the Expanding Options workshops, a comprehensive sex equity training package for all segments of the K-12 educational community. Addressed to program coordinators, this booklet serves as a companion to eight Facilitator's Guides, each of which details workshops for a different section of the intended audience. The coordinator's guide briefly explains the contents of the facilitator's guides, and gives a history of the origins and development of Expanding Options which is intended: (1) to impart specific knowledge about sex equity in a number of areas; (2) to change behavior in such a way as to open more equal alternatives for both sexes in their personal and working lives; and (3) to bring attitudes about the appropriate nature of men and women into closer harmony. The guide describes instruments used throughout the program and gives advice on implementing the workshops. It then outlines a typical workshop session and enumerates the responsibilities of coordinators and facilitators. A bibliography of necessary instructional materials follows, and the final item in the booklet is a reproducibles calculation chart, a format for determining which readings, worksheets, transparencies, assessment instruments, and activity cards will need to be reproduced. (KH)

ED 251 572 UD 023 965

ED 251 586 UD 023 986

College-Bound Seniors Report, 1983-84.

Connecticut State Board of Education, Hartford.

PUB DATE- 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; Achievement Tests; *College Bound Students; Grade Point Average; High Schools; *High School Seniors; School Activities; *Scores; *Student Characteristics; *Student Educational Objectives; Student Participation
IDENTIFIERS- *Connecticut; Scholastic Aptitude Test

The fourteen tables in this report give a broad picture of Connecticut's college-bound high school seniors in the class of 1984. Data is presented on student characteristics, Scholastic Aptitude Test (SAT) and other test scores, high school records, and college plans. For the purpose of comparison, each table contains statistics from previous years, and some tables include national data. Among the significant findings are the following: The Connecticut SAT verbal average of 436 was ten points above the 1983-84 national average and three points above the previous year's average for Connecticut. On the SAT verbal, Connecticut males averaged 443 and females 430 (the greatest difference between the male and female average in the past ten years). The mean SAT mathematical score for males was 490 and, for females, 447. These differences between scores of males and females were also evident nationally. The mean grade point average was 2.96 for females and 2.82 for males (both were below the national average). With the exception of female participation rates in athletics, the 1983-84 participation rates of Connecticut students in high school activities generally declined from the levels of five and ten years ago. The intended area of college study has shifted from the arts and humanities, the biological sciences, and the social sciences toward business, commerce and communications, and the physical sciences. Finally, the percent of female students intending to study education has dropped from 13% ten years ago to 6.8% and the percent of male students intending to study education declined from 4% to 1.7%. Among students intending to study education, average SAT scores were lower than the state average of all students. (KH)

ED 251 243 PS 014 789

McAfee, Oralie
Group Time in Early Childhood Centers: An Exploratory Study.
PUB DATE- Nov 84
NOTE- 92p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Los Angeles, CA, November 8-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; *Classroom Environment; Classroom Observation Techniques; Classroom Research; Day Care; Early Childhood Education; *Grouping (Instructional Purposes); *Instructional Development; Interviews; *Kindergarten; Learning Activities; *Preschool Curriculum; Preschool Teachers; Student Behavior; Teacher Behavior; *Teacher Role

To investigate the current status of group time in early childhood centers, a small-scale exploratory study was designed and executed. Results of interviews with 35 teachers and observations in five classrooms serving children ages 2 1/2 through kindergarten revealed that all classrooms had at least one group time or circle time, usually in the morning. Of 14 broad categories of resources noted by teachers, books and stories, and music and songs were most frequently mentioned; poetry, nursery rhymes, and relaxation activities were least frequently mentioned. Teachers' written plans and observations revealed the actual use of a much narrower range of activities. Immediate concerns, such as "themes" and children's interests and needs, were primary determinants of what teachers did. Detailed written plans were seldom made. Teachers reported that their major problems involved disturbances of group time by students and balancing the needs of the individual child with those of the group. Teachers ascribed such problems to factors beyond their control; these included children's developmental level, home backgound, and group size. Observation revealed much inattention during group time, with teachers using relatively few techniques for monitoring, maintaining, and guiding children's attention and behavior. Implications for teacher educators, administrators, and teachers are discussed. Teachers are urged to take an active classroom leadership role by: (1) planning more systematically; (2) using group time to introduce new ideas and skills and develop positive attitudes and behavior; (3) expand their repertoire of materials and activities; (4) enlarge their techniques of monitoring and guiding behavior; and (5) coaching other adults in the classroom how to behave during group time. Measures used are appended. (Author/RH)

Major Findings on the Effectiveness of Bilingual Education.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingual Education; *Bilingual Education Programs; Comparative Analysis; Elementary Secondary Education; English (Second Language); *Literature Reviews; *Program Effectiveness; Second Language Instruction; *Second Language Programs; Spanish Speaking
IDENTIFIERS- Elementary Secondary Education Act Title VII

A review of 10 major studies, conducted since 1976, assessing the effectiveness of Title VII bilingual education programs suggest that bilingual education is a viable instructional program for children of limited English-speaking ability. The studies examined are: "Bilingual Education: An Appraisal of Empirical Research," Zappert and Cruz; "Effectiveness of Bilingual Education: A Review of the Literature," Baker and de Kanter; "Political Experience on Educational Research: An Analysis of Baker and de Kanter's Review of the Literature of Bilingual Education," Seidner; "Baker de Kanter Review: Inappropriate Conclusions on the Efficacy of Bilingual Education," Yates; "Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program," American Institute for Research; "The AIR Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Programs: An IDRA Response," Intercultural Development Research Association; "Longitudinal Study: Title VII Program Sante Fe Public Schools," California State University, Los Angeles; "An Evaluation of Bilingual Education Instructional Program Administered in Michigan: 1979-80 School Year," Michigan Department of Education-Bilingual Education Office; "Bilingual/Bicultural Education: The Colorado Success Story," Egan and Goldsmith; "Texas Bilingual Education Programs Demonstrate Their Effectiveness," Jackson. Only the American Institute for Research report and the Baker and de Kanter study gave negative findings and the validity of these reports has been challenged. (NEC)

ED 251 258 RC 015 025

Noy, Laura
Protect Minnesota's Agricultural Land: Components and Activities for Elementary Students.

as schools or as museums or as community centers, a bibliography, a list of sources of information, and an index of schools identified in the book. (BRR)

ED 251 271 RC 015 060

Marsh, Herbert W.; And Others
Multidimensional Self-Concepts: The Effect of Participation in an Outward Bound Program.
PUB DATE- 29 Sep 84
NOTE- 29p.; Request for reprints should be sent to Dr. Herbert W. Marsh, Dept. of Education, University of Sydney, Sydney, NSW 2006, Australia.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; *Adventure Education; Foreign Countries; Locus of Control; *Outcomes of Education; *Outdoor Education; *Participant Satisfaction; *Program Effectiveness; *Self Concept; Self Concept Measures
IDENTIFIERS- Australia; *Outward Bound

Questionnaires were administered to 361 participants of a standard 26-day Australian Outward Bound Program to examine systematic change and stabiltiy in multiple dimensions of self-concept, to test hypothesized effects of Outward Bound participation on self-concept, and to explore methodological issues in such studies. The participants (aged 16-31, 75% male) had taken 1 of 10 standard residential Outward Bound courses offered between November 1982 and May 1983. Self-description questionnaires were completed 1 month before the start of the program, on the first day of the program, and on the last day of the program. Findings showed that participation in the program produced increases in the multiple dimensions of self-concept over the 26-day interval, demonstrating the program's effectiveness. Counter explanations for the findings were examined with a variety of different approaches and did not appear to be viable. The psychometric properties of responses to the self description questionnaire (reliability, dimensionality, and stability), coupled with the systematic relationship between the size of shifts in the questionnaire scales and the scales' a priori relevance to program goals, supported the validity of interpretations based upon the questionnaire and its use as a criterion measure in intervention studies. (Author/NEC)

affairs; The Under Secretary; management; planning, budget, and evaluation; FICE/Rural Education Subcommittee; private education; regional liaison unit; General Counsel; and civil rights. (BRR)

ED 251 285 RC 015 089

Worthington, Robert M.
Report to the Secretary on the Department of Education's Rural Education Activities: Fiscal Year 1984. Volume II.
Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 128p.; For related documents, see RC 015 088-90.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; Committees; Conferences; Elementary Secondary Education; Equal Education; *Federal Programs; Leadership; Participation; Planning; *Policy Formation; *Rural Education; *Speeches
IDENTIFIERS- *Department of Education; *Partnerships

This document provides examples of the work of the Department of Education's Rural Education Committee during FY84, beginning with its FY84 management plan. Next, "A Rural Education Policy for the 80s," a speech presented by Assistant Secretary for Vocational and Adult Education and chair of the Rural Education Committee, Dr. Robert M. Worthington, to the 75th Annual Conference of the Rural Education Association is given, as is his keynote address, "Building Partnerships in Rural Education," to the Seventh Annual Conference of People United for Rural Education. The conference agenda is provided for the Department of Education sponsored national conference, "Building Partnerships for Quality Education in Rural America," held in June in Washington, D.C.; the list of participants and conference planning committee follows. "Partnerships in Action," distributed at that conference, lists 21 examples of rural partnership programs. Secretary of Education T.H. Bell's 11-page speech to the conference is included, as well as Assistant Secretary Worthington's opening and closing addresses. The document closes with the Rural Education Committee's FY85 management plan, which reviews the Committee's accomplishments in FY84 and sets objectives for FY85 (including holding another national forum, developing a research and demonstration project agenda, and preparing briefing papers on major issues). (BRR)

the FY 1985 budget request for specific NSF programs (such as mathematical and physical sciences, engineering, and scientific, technological and international affairs) are included. Also included in an appendix is a statement by the National Institute for Entrepreneurial Technology. (JN)

ED 251 298 SE 045 238

Girls, Math, and Science. Issues in Middle-Grade Education Research and Resources.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 9p.
GRANT- NIE-G-84-0002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Females; *Mathematics Achievement; *Mathematics Education; *Research Utilization; *Science Education; *Sex Differences; Student Attitudes
IDENTIFIERS- *Mathematics Education Research; Science Achievement

This bulletin reviews research and lists resources on sex differences in mathematics and science achievement in middle-grade students. Research is discussed in relation to the following points: (1) differences in boys' and girls' achievement or ability; (2) influence of math/science on students' futures; (3) interventions for middle-grade years; (4) opinions of researchers on biological factors; and (5) influences of social variables on girls' attitudes. Books and articles, curricula and instructional materials, advocacy resources, and resources to watch for are all listed, with an annotation describing each. Research references are also included. (MNS)

ED 251 299 SE 045 239

UNESCO Science Programs: Impacts of U.S. Withdrawal and Suggestions for Alternative Interim Arrangements. A Preliminary Assessment.
National Academy of Sciences - National Research Council, Washington, DC. Office of International Affairs.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of International Organization Affairs.
PUB DATE- 84
NOTE- 146p.
CONTRACT- DOS-1021-410172
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Engineering; Environmental Education; Financial Support; *International Programs; Natural Resources; Oceanography; *Physical Environment; Program Development; *Program Evaluation; Program Implementation; *Science Programs; *Sciences; *Scientific Research; Technology
IDENTIFIERS- Man and the Biosphere; *UNESCO

This study was conducted to provide the U.S. Department of State with an assessment of the potential impacts on science of a United States withdrawal from UNESCO and to suggest possible alternative arrangements to maintain essential U.S. scientific contacts with UNESCO-sponsored programs in case the United States were no longer a member of UNESCO on January 1, 1985. Following an introduction (chapter 1), the strategic considerations that provide the basis for the study (including significant caveats and limitations that pertain to the findings) are discussed in chapter 2. A summary of preliminary findings is presented in chapter 3. A program assessment (including potential impacts of a U.S. withdrawal), suggested alternatives, a summary of preliminary findings, and budgetary information is provided in chapter 4 for these three UNESCO Major Programs and subprograms: (1) Sciences and Their Application to Development (Natural Sciences, Technology and Engineering, Key Areas, Social and Human Services, Key Areas); (2) Science, Technology and Society-STS (Relations and STS Policies); and (3) The Human Environment and Terrestrial and Marine Resources (Earth Sciences and Resources, Natural Hazards, Water Resources, Oceans and Resources, Coastal and Island Regions, and Environmental Sciences: Man and the Biosphere). A supplement providing detailed information on program areas within the UNESCO Major Programs is included. (JN)

ED 207 073-074.
AVAILABLE FROM- Instructional Resource Center, The City University of New York, 535 East 80th Street, New York, NY 10021.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *College Mathematics; Higher Education; *Mathematics Curriculum; *Mathematics Instruction; Mathematics Skills; Minimum Competencies; Remedial Instruction; *Remedial Mathematics
IDENTIFIERS- City University of New York; *New York

This document, the last volume of a four-part publication, describes the programs in basic skills in mathematics at the nine senior colleges and eight community colleges of the City University of New York (CUNY), updating surveys made in 1976. These programs are for students who do not meet CUNY's standard for minimum competency in mathematics, or higher standards set by the colleges in which they are enrolled. For each college, course structure and content, placement and population, teaching methods, support services, exit criteria and retesting provisions, faculty, and response to the CUNY Mathematics Assessment Test (CMAT) are described. Two tables summarize the information, and appendices present the CMAT and additional items for students intending to major in mathematics-related fields, an interview questionnaire, and the basic mathematics resource persons at each college. (MNS)

ED 251 327 SE 045 285

Waste Management in Universities and Colleges. Workshop Proceedings (Madison, Wisconsin, July 9-11, 1980).

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.; Environmental Protection Agency, Chicago, IL. Region 5.

REPORT NO.- EPA-905/9-81-001
PUB DATE- May 81
NOTE- 122p.
AVAILABLE FROM- Additional copies of this book are available from the Association of Physical Plant Administrators of Universities and Colleges, Eleven Dupont Circle, Suite 250, Washington, DC 20036 ($7.50 each, prepaid).
LANGUAGE- English

conference agenda, and summaries of the curriculum integration projects. (RM)

ED 251 341 SO 015 989

Bachelor, Barry G.
Profile of Specialist Teachers in Elementary Schools: Fine Arts.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
REPORT NO.- SWRL-TN-1-84/04
PUB DATE- 20 Mar 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Teachers; Credentials; *Drama; Educational Attainment; Educational Research; Elementary Education; Ethnicity; Females; Males; *Music Teachers; Sex; Teacher Certification; *Teacher Characteristics; Teacher Salaries; Teaching Experience
IDENTIFIERS- *California

The characteristics of elementary teachers of music, art, and drama in 14 southern California counties are profiled. The source data for the profile were the Professional Assignment Information Forms of the California Basic Educational Data System, completed annually by every certificated employee in California's public schools. The characteristics of sex, ethnicity, educational level, years of service, type of credential, type of appointment, salary, and allotment of effort are summarized for each group of teachers and contrasted with the characteristics of general elementary teachers. Findings include the following: (1) There are few specialist fine arts teachers in elementary schools, compared to general teachers; (2) Compared to the general teachers, the specialists include more males, fewer minorities, have more advanced education, hold more credentials, are less often tenured, and receive lower salaries in the aggregate than general teachers; (3) The specialists are of about the same average age and have spent about the same number of years in educational service and in their present district as the general teachers; and (4) More music teachers than art teachers devote their full teaching effort to their specialty. (RM)

ED 251 355 SO 016 026

O'Reilly, Kevin
Reconstruction to Progressivism: Booklet 3. Critical Thinking in American History. Teacher's Guide and Source Materials Envelope.
Hamilton-Wenham School District, South Hamilton, MA.
PUB DATE- 83
NOTE- 259p.; For student materials, see SO 016 027. For other documents in the Project on History and Logic (HAL) series, see SO 016 022-025.
AVAILABLE FROM- Critical Thinking Press, 775 Bay Road, South Hamilton, MA 01982 (Order No. 0350, $12.95, plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; High Schools; *History Instruction; Immigrants; Instructional Materials; Lesson Plans; Reconstruction Era; Social Studies; Study Guides; Teacher Developed Materials; *United States History
IDENTIFIERS- Immigration; Industrial Revolution; Populism; Progressivism

One of a series of curriculum materials in U.S. history designed to teach critical thinking skills systematically, this teacher's guide presents supplementary lesson plans for teaching high school students about the Reconstruction period, industrialism, labor and immigration, and progressivism and populism. The booklet begins with a guide to critical thinking which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Other methodologies include: problem worksheets; debate topics and transcriptions; and analyses of interpretations, in which students are presented with rival interpretations of historical events, rewritten at a high school vocabulary level. The teacher's guide includes a rationale for the program, detailed lesson plans keyed to student booklets, answer keys, test questions, a chart of critical thinking skills taught in each lesson, and difficulty-level coding. The document concludes with additional materials (the source materials "envelope"), including an outline of the guide to critical thinking, introductory worksheets, worksheets and handouts for the various lessons in the student booklet, and test questions. (LH)

ED 251 369 SO 016 059

Folger, Robert
Outcome and Process Control in Arbitration and Mediation.
PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arbitration; Comparative Analysis; *Conflict Resolution; Individual Power; *Locus of Control; *Psychological Characteristics; Research Methodology; Research Problems; Social Science Research
IDENTIFIERS- *Mediation

Arguments and research studies examining whether people prefer arbitration or mediation to resolve a conflict between disputing parties are discussed, critiqued, and compared. In both mediation and arbitration a presumably neutral third party is involved, along with disputants, as an element of the dispute-resolution process. Mediation and arbitration differ primarily in terms of the role that is assigned to this third party. In mediation, disputants are actively charged with presenting information to each other and to the third party, while the third party is only allowed to propose or recommend a settlement. Under mediation, disputants have both high process control and high decision control. In arbitration, the disputants are in charge of the information to be presented, but the third-party decision maker has the authority to impose a decision after listening to the evidence. In arbitration, disputants have high process control but low decision control. The studies show that both voice (process control) and veto power (outcome control) are significant elements influencing people's feelings about the procedures they encounter. Current evidence is not sufficient to resolve the controversy. (RM)

ED 251 370 SO 016 060

ED 251 383 SO 016 077

Mazur, Carol, Comp.; Pepper, Sheila, Comp.
Women in Canada: A Bibliography 1965-1982.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0288-1
PUB DATE- 84
NOTE- 377p.
AVAILABLE FROM- OISE Press/The Ontario Institute for Studies in Education, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Books (010)
DESCRIPTORS- *Females; *Feminism; Higher Education; Social Science Research; *Womens Studies
IDENTIFIERS- *Canada

Designed to assist research in the field of Canadian women's studies, this bibliography cites books, articles, pamphlets, theses, and government publications published between 1965 and 1982. Following an introduction which describes document selection procedure and organization of materials, more than 2,000 resources are arranged alphabetically under more than 300 specific topics. Sample topics include abortion, advertising, armed forces, battered women, civil service, day care, employment, equal pay, girl guides, legal status of women, leisure and recreation, native women, politics, and sex role stereotyping. Citations are numbered consecutively across topics and include title, publication date, number of pages, and publisher. Works applicable to several different subject areas are listed under each relevant heading and appear as many as 2 or 3 times in the bibliography. A list of cross-referenced items and an author index are provided. (LP)

ED 251 384 SO 016 078

Maskiell, Michelle
Women between Cultures: The Lives of Kinnaird College Alumnae in British India. Foreign and Comparative Studies/South Asian Series 9.
Syracuse Univ., N.Y. Maxwell Graduate School of Citizenship and Public Affairs.

How to Teach about Human Population in the Global Community: From Bucharest to Mexico City. Teacher Resource Guide.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

PUB DATE- Jan 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; Cultural Differences; Developing Nations; Economics; *Global Approach; Human Resources; Intermediate Grades; International Cooperation; International Trade; Learning Activities; Life Style; Pollution; *Population Education; Population Growth; Population Trends; Resource Materials; Secondary Education; Technological Advancement; Units of Study; *World Problems

Background information, units of study, and bibliographies that teachers can use to introduce students in grades 5-12 to a systematic study of worldwide human populations are provided. The first section discusses world population problems. The author stresses that developed nations must be concerned with rampant human population growth in the developing world and must realize that the chaos, conflicts, and political instability that will result from an unchecked population growth rate and low standards of living in third world countries will have long-term disastrous consequences for all. The second section contains sample units for teaching about the natural and social environments within the context of contemporary problems. Activities deal with population problems, pollution, international economics, international trade, technological development, and the lifestyles of different peoples. Activities are varied and involve students in viewing and discussing media, conducting research studies, role playing, giving reports, and listening to guest speakers. The third section of the guide is an annotated bibliography of print and nonprint materials and human resources. (RM)

ED 251 398 SO 016 113

Reed, Beth, Ed.; And Others

The Structure of Knowledge. A Feminist Perspective. Proceedings of the Annual GLCA Women's Studies Conference (4th, November 10-12, 1978).

PUB DATE- 28 Aug 84
NOTE- 29p.; Paper presented at the International Congress on
Mathematical Education (5th, Adelaide, Australia, August 28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Education;
Elementary School Teachers; Foreign Countries; Government Role;
*Inservice Teacher Education; *Mathematics Education; *Mathematics
Instruction; *On the Job Training; Program Implementation; Teacher
Participation; *Textbook Preparation
IDENTIFIERS- *Taiwan

The Taiwan Provincial Institute for Elementary School Teachers Inservice Education (IETISE) provides teachers with a place to improve their teaching skills and use new materials. Concentrating on the field of mathematics, a "seed team" training program for elementary school teachers uses the concept of peer training by offering intensive instruction to selected teachers who then return to their schools to train other teachers. One priority of IETISE is the production of mathematics textbooks for elementary school students and accompanying materials, such as student workbooks, teacher resource handbooks, and instructional aids. A description is given of each phase of this developmental program: planning, designing and developing the curriculum, piloting and evaluating, and implementing the program. A curriculum reform, currently in progress for all subjects at the elementary level, is described as well as a similar inservice program for secondary school teachers. These teachers receive most of their training directly through Taiwan Normal University and satellite centers. (JD)

ED 251 412 SP 025 403

Werch, Chudley E.
Self-Control Behavior of Drinking Drivers beyond the Context of a
Behavioral Self-Control Program.
PUB DATE- 82
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Education; *Behavior Modification; Cognitive
Restructuring; *Drinking; *Program Effectiveness; *Self Control;

ED 251 426 SP 025 434

Rutherford, William L.
An Investigation of How Teachers' Concerns Influence Innovation Adoption. Procedures for Adopting Educational Innovations Project.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 77
NOTE- 31p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 5, 1977).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Attitude Change; *Change Strategies; Educational Strategies; Elementary Secondary Education; *Instructional Innovation; Research Utilization; Teacher Attitudes; *Teacher Response
IDENTIFIERS- *Concerns Based Adoption Model

An overview is presented of the Concerns-Based Adoption Model, which describes the major factors influencing the decisions and actions of individuals in the innovation adoption process. The two critical indicators hypothesized by the model, Level of Use of the Innovation, and Stages of Concern About the Innovation, are discussed. The seven stages of concern (awareness, informational, personal, management, consequence, collaboration, and refocusing) are described. Excerpts from the Levels of Use chart provide a guide to the process of adapting an innovation: nonuse, orientation, preparation, mechanical use, routine, refinement, integration, and renewal. The relationship between the two indicators is examined using a case study approach to investigate the ways in which the concerns of individuals related to their use or nonuse of educational innovations. Two specific research studies are described: a study of the adoption of team teaching at the public school level, and a study of the use of instructional modules in two universities. (JD)

ED 251 427 SP 025 435

Edwards, Sara
Local Implementation of Teacher Induction Programs. Report No. 9059.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- Apr 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Policy Formation; Program Evaluation; *Program Implementation; *State Legislation; State Programs; *Teacher Orientation

The Research in Teacher Education (RITE) study is currently examining in depth two selected state-mandated induction programs for beginning teachers. The sample includes 16 first year teachers (along with the teachers, administrators, and other educators selected to work with them) situated in 13 schools in 4 districts in 2 states. Data were collected through: (1) school and district situations surveys; (2) public documents; (3) personal interviews; (4) journals kept by participants; and (5) observations of related events such as workshops and training sessions. A description of the RITE study is presented and the intent and content of the two legislative mandates are noted. The state department of education rules and regulations are reviewed. Preliminary findings indicate that resources, accountability, and vulnerability are concerns that are present at the local level. Tentative conclusions are suggested. (JD)

ED 251 441 SP 025 450

Barnes, Susan; Edwards, Sara
Effective Student Teaching Experience: A Qualitative-Quantitative Study. Report No. 9060.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- Feb 84
NOTE- 53p.
AVAILABLE FROM- Communication Services, Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
NOTE- 1,160p.
GRANT- NIE-G-80-0116
LANGUAGE- English
EDRS Price - MF09/PC47 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Educational Environment; Elementary Education; Self Esteem; Socioeconomic Status; *Student Attitudes; *Student Behavior; *Student Characteristics; Student Evaluation of Teacher Performance; Student Needs; Student Reaction; *Teacher Behavior; Teacher Characteristics; Teacher Effectiveness; *Teacher Student Relationship; Teaching Styles; Time on Task
IDENTIFIERS- *Teaching Learning Interaction Study

The Teaching-Learning Interaction Study tested the separate and interactive effects of teacher and student entry characteristics on their subsequent classroom behavior, and the effect of that behavior on students' regressed gain, over a school year, in achievement, attitudes toward school, self-esteem, and coping skills. Fifty-three tri-ethnic sixth-grade classes, comprising about 1,500 students, were studied the first year, and 43 classes of about 1,200 new students were studied in the next year. A second replication sample of 27 fourth to seventh grade classes, with about 700 students, was studied in Daviess County, Kentucky. Findings included: (1) Teacher age and experience showed either no relationship or a negative relationship to the measures of teaching effectiveness; (2) Teachers' self-rated personal traits did not predict teacher or student classroom behavior; (3) Student socioeconomic status (SES), ethnicity, and pre-test status showed substantial effects on student outcomes; (4) Observer-rated teacher behavior had strong effects on students' evaluation of the teacher's impact on them; (5) Teacher behavior showed effects on student time-on-task behavior and outcomes; and (6) A given kind of teaching behavior had different effects on different kinds of students, especially very low-achieving, low SES, minority students, or high-achieving, high status students. Findings suggest that particular sub-groups of students need to be looked at afresh each year, and their responsiveness to instruction alertly monitored. (Author/JD)

ED 251 455 SP 025 539

Matter, M. Kevin; Ligon, Glynn

Issues in Developing a Local Minimum Competency Test: Our BEST Effort.

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-83.44

PUB DATE- Apr 84

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX, 78752.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; Board of Education Policy; *Graduation Requirements; *High Schools; Item Analysis; *Item Banks; Mathematics Skills; *Minimum Competency Testing; Reading Skills; Remedial Instruction; *Test Construction; Testing Programs

IDENTIFIERS- *Austin Independent School District TX; *Basic Educational Skills Test; Iowa Tests of Basic Skills; Test Security

This paper describes the development of the Basic Educational Skills Test (BEST) in the Austin Independent School District. In 1982 future options for the AISD minimum competency program, which requires all students to meet minimum proficiency levels in reading and mathematics before graduation, were evaluated against legal and local criteria. It was decided to develop an item bank that would allow the generation of multiple, parallel forms of a competency test to be administered: to students in tutorial courses; to senior transfers; and in special testing sessions to students meeting the course requirements, but not yet meeting the minimum competency requirement, for graduation. Important issues during the BEST development process fell into six general categories: (1) identification of objectives; (2) item acquisition; (3) item calibration; (4) test formatting; (5) test production; and (6) item and test booklet security. (BS)

ED 251 471 TM 840 495

Evaluative Review of Dropout Reporting Procedures.

Dade County Public Schools, Miami, FL. Office of Educational

biographical data for examinees are also given to assist in score interpretation. Appendices contain sample GMAT test items and methods for calculating reliability coefficients and equating parameters. (BS)

ED 251 484 TM 840 751

Wilson, Kenneth M.

Foreign Nationals Taking the GRE General Test During 1981-82: Highlights of a Study.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.

REPORT NO.- ETS-RR-84-23; GREB-RR-81-23aR

PUB DATE- Sep 84

NOTE- 65p.; Small print in tables.

AVAILABLE FROM- Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; *College Entrance Examinations; *English (Second Language); Foreign Countries; *Foreign Students; Graduate Study; Higher Education; Intellectual Disciplines; Quantitative Tests; Sciences; Student Characteristics; *Test Interpretation; *Test Results; Verbal Tests

IDENTIFIERS- *Graduate Record Examinations

During the 1981-82 testing year, foreign nationals representing over 140 countries or territories made up approximately 17 percent of all Graduate Record Examinations (GRE) General Test takers. Most of these examinees were non-native speakers of English for whom average scores on the verbal and analytical measures were considerably lower than those of native English speakers. However, the quantitative mean profile of foreign examinees did not vary according to English language background and was quite similar to that of U.S. examinees. Detailed comparative profiles of GRE performance data are provided for the general foreign and U.S. examinee populations; for foreign examinees classified by country of citizenship; and for groups of foreign and U.S. examinees defined in terms of age, sex, reported English language communication status, intended graduate field, U.S. vs. other undergraduate origin, repeater vs. nonrepeater status, and other personal, academic, and testing-related characteristics. Study findings suggest that GRE General Test data (especially verbal and

Writing Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. Texas Assessment of Basic Skills.

Texas Education Agency, Austin. Div. of Educational Assessment.

PUB DATE- Aug 84

NOTE- 49p.; For related documents, see ED 250 379-380.

AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 201 E. Eleventh St., Austin, TX 78701 ($1.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; Grade 3; Grade 5; Grade 9; State Curriculum Guides; *State Programs; *Testing Programs; *Writing Evaluation; *Writing Instruction; Writing Skills

IDENTIFIERS- *Test Specifications; *Texas Assessment of Basic Skills

This manual contains the writing objectives and measurement specifications for grades 3, 5, and 9, for use by teachers and other educators responsible for pupil instruction, and for test development specialists involved with preparing the Texas Assessment of Basic Skills tests. The learning objectives are congruent with the "State Board of Education Rules for Curriculum." For each grade general specifications are followed by the measurement specifications for each writing objective. The general specifications include descriptions of test questions, answer choices, and test package format. Descriptions of test questions and answer choices or successful responses, plus an example question, are given for each writing objective. The writing objectives cover spelling, punctuation, capitalization, grammar, proofreading, and composition. Beginning with the 1985-86 school year, the Texas Assessment of Basic Skills tests will be based upon the objectives in this publication. (BS)

ED 251 499 TM 840 780

McLean, James E.; Hortman, J. William

Triangulating School District Needs with Multiple Constituency Groups.

PUB DATE- Oct 84

NOTE- 21p.; Paper presented at the Annual Meeting of the Evaluation Network and the Evaluation Research Society (San Francisco, CA,

Gialluca, Kathleen A.; And Others
Methods for Equating Mental Tests. Interim Report for Period March 1982-October 1984.
Assessment Systems Corp., St. Paul, Minn.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
REPORT NO.- AFHRL-TR-84-35
PUB DATE- Nov 84
NOTE- 163p.
CONTRACT- F41689-82-C-0023
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Cognitive Ability; *Cognitive Tests; Comparative Analysis; Difficulty Level; *Equated Scores; *Latent Trait Theory; Research Design; Sample Size; Test Items; Test Length; *Test Theory; *True Scores
IDENTIFIERS- *Equipercentile Equating; *Linear Equating Method; Vertical Equating

In this study, simulated and actual Air Force test data were used to compare the different procedures for equating mental tests: conventional (equipercentile and linear), Item Response Theory (IRT), and strong true-score theory (STST); data collection designs used were single-group, equivalent-groups, and anchor test. Equating transformations were evaluated by comparing equated scores with true/observed scores along with bias and root-mean-squared-error indices. Specific testing-condition manipulations included variations in test length, item difficulty, sample size, and examinee ability distributions. The study found that parallel subtests were best equated using the simple conventional methods; nonparallel subtests, on the other hand, were best equated with the more complex IRT and STST methods. There were few differences among the data collection designs when they were applied to samples of equivalent ability levels; the anchor-test design was essential for equating subtests using nonequivalent examinee groups. There was little advantage to be gained by increasing the sample size from 1,000 to 2,400 examinees. Equating accuracy was not markedly affected when subtest length was doubled, nor did it matter whether easy or difficult subtests were equated. (Author/BW)

ED 251 513 TM 850 020

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Attitudes; *Black Community; Black Education; Community Attitudes; *Desegregation Effects; Elementary Secondary Education; *Equal Education; Integration Readiness; *Racial Balance; Racial Relations; School Community Relationship; *School Desegregation
IDENTIFIERS- Brown v Board of Education

Implementation of the "Brown" decision has failed to provide the equal education opportunity promise in 1954. The Supreme Court's 1955 decision, which sent school desegregation cases to the district courts, was vague and provided desegregation opponents time to organize a campaign that threatened secession and succeeded in delaying any meaningful compliance for at least 10 years. More progress might have been made if the Court had expressly deferred desegregation relief for a fairly long period. In that case, parents and community members might have been organized to effectively implement the court-ordered equal money and control mandates. Moreover, our present concerns about equal educational opportunity and fears that integrated schools provide an inferior educational quality, might have been avoided. Instead, the Court's actions have led in many instances to black parents rejecting plans calling for more racial balance in favor of policies that promise more control and more equitable distribution of educational resources. The barriers of continuing white resistance, a less than supportive Supreme Court, and the growing concentration of most poorer blacks in large urban areas, render preposterous any continuing effort to gain meaningful compliance with "Brown" through reliance on racial balance plans. The chances for further progress in the 1980s lie with those who have decided that the better route to educational quality may lie in those schools where, at least, black children and their parents are not treated as strangers. (KH)

ED 251 528 UD 023 546

Soder, Roger; Andrews, Richard L.
University/District Collaboration on Effective Schools: A Resource Enhancement Model.
PUB DATE- 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 25, 1984).

PUB DATE- 80
NOTE- 29p.; Printed on colored paper.
AVAILABLE FROM- Ohio Department of Education, Division of Equal Educational Opportunities, 65 South Front Street, Suite 1015, Columbus, OH 43215
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Policy; Desegregation Litigation; Educational Assessment; *Educational Policy; Elementary Secondary Education; *Equal Education; *School Desegregation; *State Departments of Education; State School District Relationship
IDENTIFIERS- Monitoring; *Ohio

This handbook is intended to assist Ohio school district officials in taking all necessary and reasonable means to alleviate racial imbalances which may be present among pupils or staff. First, court rulings on segregation since 1954 are analyzed. Aspects particularly related to school district policy are highlighted. School district actions suggestive of segregative intent in these areas are analyzed: changing attendance zones, changes in school facilities and curriculum, failure to end "de jure" segregation, feeder patterns, open enrollment, staff assignments, and transfer policy. Second, school districts are advised on how to reduce racial isolation in order to pass State Department of Education assessments. State expectations of any desegregation plan are outlined. And, finally, school districts are given guidelines for developing their own monitoring plans. Requirements within these areas of review are outlined: assignment of pupils; assignment of staff; buildings and boundaries; counseling; curriculum and instruction; discipline; extracurricular activities; funding; leadership; school community relations; staff development and human relations; testing; and transportation of pupils. (KH)

ED 251 543 UD 023 923

Ohio Department of Education. Division of Equal Educational Opportunities. Special Edition, December 1983.
Ohio State Dept. of Education, Columbus. Div. of Equal Educational Opportunities.
PUB DATE- Dec 83
NOTE- 35p.
LANGUAGE- English

ED 251 557 UD 023 947

Larson, Carole
Refugees: Information Sources.
PUB DATE- Oct 84
NOTE- 62p.; Paper presented at the National Third World Studies Conference (7th, Omaha, NE, October 18-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstracts; Bibliographies; Bilingual Education; Databases; English (Second Language); Foreign Countries; Indexes; *Information Sources; Land Settlement; Periodicals; *Refugees; Research Methodology; Resource Centers; Search Strategies
IDENTIFIERS- Canada; *Computer Searches

This guide to information sources on refugees covers indexes, abstracts, bibliographies, periodicals, and resource and research centers. The guide begins with a discussion of recent developments in the bibliographic control of the literature on refugees, and particularly the work of the International Refugee Integration Resource Center. It then lists and comments on useful indexes and abstracts, both those searchable by computer and those in paper form, and discusses the value and methodology of computer searches of the literature. A listing of bibliographies follows, divided into sections on general bibliographies and bibliographies on: resettlement in the United States and Canada, teaching English as a second language, and bilingual/bicultural education. The bibliographies are primarily those published since 1980, although all bibliographies for the ERIC database have been included, regardless of date. The final two sections give listings for periodicals and resource and research centers, with some annotations. Examples of index postings accompany the paper. (CMG)

ED 251 558 UD 023 948

Polit, Denise F.; And Others
Needs and Characteristics of Pregnant and Parenting Teens. The Baseline Report for Project Redirection.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Department of Labor, Washington, D.C.; Ford Foundation, New York, N.Y.

Expanding Options. Facilitator's Guide--Counselor Workshop.
Center for Studies of the Person, San Diego, CA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 359p.; For related documents, see UD 023 961-969.
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($16.75 including Coordinator's Guide; Entire set of 8 guides ($109.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assertiveness; *Behavior Change; *Change Strategies; *Educational Change; Elementary Secondary Education; Equal Education; Learning Activities; Resource Materials; *School Counselors; *Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; Teaching Guides; Workshops

This guide provides procedures and supporting materials for a sex equity workshop, targeted at school counselors, that is intended to expand awareness of sexism and to increase sex-affirmative behavior in the educational environment. The guide describes the content, process, and sequential learning experiences for four sessions, plus an optional fifth session. Sessions 1 and 2 are organized to increase awareness and expand knowledge of sexism and sex-role stereotyping, and to create a common vocabulary. Sessions 3 and 4 focus on Title IX and its impact for counselors. They include activities and material for evaluation and for improving sex equity in counseling and guidance programs. The optional session applies assertiveness training skills to sex equity problems, and is intended to be useful in the development of effective change agents. In addition to session-by-session procedures and supporting materials, this guide includes mini-lectures, activity guides, handout materials for participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (Author/KH)

ED 251 573 UD 023 966

Expanding Options. Facilitator's Guide--Secondary Teacher Workshop.
Center for Studies of the Person, San Diego, CA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED),

ED 251 244 PS 014 791

Lopes, Alicia K.; Richman, Charles L.

Effects of Pictorial Instruction on Paired-Associate Recall in First Graders.

SPONS. AGENCY- National Inst. of Mental Health (DHEW), Bethesda, Md.; National Inst. of Mental Health (DHHS), Bethesda, Md.

PUB DATE- Mar 84

NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 29-31, 1984).

GRANT- NIMH-1R01-MH36491

AVAILABLE FROM- Dept. of Psychology, Wake Forest University, Winston-Salem, NC 27109.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Associative Learning; Cues; *Elementary School Students; Grade 1; *Imagery; Paired Associate Learning; Primary Education; *Recall (Psychology); Rote Learning; Training; *Visual Stimuli

IDENTIFIERS- Instructions; *Integrated Imagery; Referents (Linguistics)

Twenty male and 20 female first graders were trained in a paired-associates (PA) learning task to test the hypothesis that instructions to generate interactive mental images of word referents and interactive imagery training administered prior to PA learning facilitate cued recall. Subjects were randomly assigned to one of the following five conditions: (1) separative imagery instructions with prior picture training; (2) interactive imagery instructions with picture training; (3) separative imagery instructions with no prior training; (4) interactive imagery instructions with no prior training; and (5) a control rote repetition group. Results of a 2 (pretraining condition) x 2 (imagery instructions) analysis of variance on number of trials to criterion indicated that instructing first graders to generate interacting images and providing them with interactive pictures prior to PA training facilitated cued recall. It was concluded that imagery instructions facilitate PA recall in first graders only when such instructions are made highly explicit. (Author/RH)

Minnesota Governor's Council on Rural Development, St. Paul.
PUB DATE- Sep 84
NOTE- 254p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; Art Activities; *Conservation Education; Curriculum Enrichment; Elementary Education; Environmental Education; *Land Use; Language Arts; *Learning Activities; Mathematics Materials; Natural Resources; Outdoor Activities; Outdoor Education; *Science Activities; Social Studies; *Soil Conservation
IDENTIFIERS- *Minnesota

An endeavor to alert elementary teachers and students to the need to protect and conserve one of Minnesota's basic resources, soil, these supplementary instructional activities are designed for easy integration into science, social studies, language arts, mathematics, and art subject and skill areas. Each activity includes a brief description of the instructional method employed; background information for the instructor; list of needed materials, step by step procedures; recommended grade level; subjects from which concepts are drawn; skills; duration; recommended group size; setting (indoors and outdoors); key vocabulary; and a listing of points in the curriculum framework outline to which the activity corresponds either directly or indirectly. The activities are organized under seven topic areas: what is soil, relationship of soil to wind and water, relationship of soil to plants, soil productivity in Minnesota, planning for wise use of land, soil conservation and preservation, and land utilization (world food needs). The document also contains the curriculum framework in outline form, an illustrated vocabulary, a resource guide, activities by grade and subject area, and skill cross-references. The materials are also useful for conservation personnel, scout and 4H leaders, and other educators in non-school settings. (NEC)

ED 251 259 RC 015 029

Mountain, Karen; and Others
The Rural Texas Environment: A Profile of Stressors.

ED 251 272 RC 015 061

Klar, Lawrence R., Jr.; Randall, William E.

The Economic Impact of Children's Camps in Massachusetts.

PUB DATE- 1 Mar 84
NOTE- 15p.; Paper presented at the National Conference of the American Camping Association (San Diego, CA, February 27-March 3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Camping; *Children; *Day Camp Programs; Economic Factors; *Economic Research; Employment; Income; *Resident Camp Programs; Salaries; *State Surveys; Tuition
IDENTIFIERS- *Economic Impact; Economic Impact Studies; *Massachusetts

Survey responses from 87 of a total of 486 camps were adjusted to reflect projected 1981 economic conditions and to indicate the significance of children's summer camps to the economy of Massachusetts. Six categories of camps were identified: agency day (185 camps); agency resident (84); private day (91); private resident (69); public day, special needs (45); and public day, regular (12). Projections indicated nearly $30,000,000 were paid in tuition fees for 2,812,611 camper-days. Private camps attracted more than 87% out-of-state campers and tuition. More than 20,000 individuals, 16,000 of whom were state residents, were employed, earning $8,134,362 in wages and salaries. The reported value of movable equipment and real estate owned by camps approached one-half billion dollars. Camp expenditures were projected to reach $34,558,731. For states considering replications of this or similar economic impact studies, it is recommended that they: (1) determine the extent of support for the study with a preliminary attitude survey; (2) establish an internal communication network to facilitate follow-up activity to increase the number of repondents; (3) survey camp staff personnel to determine levels of in-state spending practices; (4) use only short survey forms; and (5) compare statewide studies to identify patterns. (NEC)

ED 251 286 RC 015 090

Partnerships in Action. Building Partnerships for Quality Education in Rural America.
Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 32p.; For related documents, see RC 015 088-89. Prepared for distribution at the National Conference on Building Partnerships for Quality Education in Rural America (Washington, DC, June 28-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; American Indian Education; Board of Education Role; *College School Cooperation; *Educational Cooperation; Educational Opportunities; Educational Quality; Education Service Centers; Elementary Secondary Education; Philanthropic Foundations; Postsecondary Education; *Program Descriptions; Regional Schools; *Rural Education; *School Business Relationship; School Community Relationship; State Departments of Education; Student Participation; Tribes; Volunteers
IDENTIFIERS- Army; Counties; Extension Service; *Partnerships

Twenty-one profiles of rural partnerships are included in this conference handout. Following a proclamation by President Ronald Reagan declaring 1983-1984 the National Year of Partnerships in Education, a list of the partnership programs with meeting places, time assignments, and presiders is provided for presentations on the partnerships in action. The rest of the document consists of one- or two-page summaries of each partnership giving information for each in the categories of need for the partnership, what partners are involved, sponsors, target audience, location, objectives, procedures, accomplishments and outcomes to date, accomplishments and expected outcomes, and contact person(s). Programs are listed from Alaska, California, Georgia, Illinois, Indiana, Iowa, Kansas, Washington, Louisiana, Maryland, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, Pennsylvania, Texas, Utah, Vermont, and Virginia. Examples of partnerships include: school districts-universities; universities-educational councils-businesses; secondary schools-regional vocational system-community college-prison-business and industry; school board members-key school personnel; business and industry-local schools-community

Postel, Sandra

Water: Rethinking Management in an Age of Scarcity. Worldwatch Paper 62.

Worldwatch Inst., Washington, D.C

REPORT NO.- ISBN-0-916468-62-3

PUB DATE- Dec 84

NOTE- 70p.

AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Agriculture; *Conservation (Environment); Developing Nations; Foreign Countries; Industry; Policy; Waste Water; *Water; Water Pollution; *Water Quality; *Water Resources

This document, which examines various topics and issues related to the management of freshwater supplies, is organized into 6 main sections. These sections include: (1) the water cycle and renewable supplies, providing data on distribution of such supplies by continent and average annual per capita runoff produced in selected countries with projections for the year 2000; (2) competing uses for water, providing data on world water use (total and per capita) for 1940-80, growth in irrigated areas (by continent) for 1950-82, and estimated water use in selected countries (total, per capita, and sector) for 1980; (3) the environmental and economic consequences of mismanaging water supplies, indicating the status of excessive water withdrawals in selected regions; (4) the augmenting of dependable supplies, providing data on reservoir capacity in selected countries for 1970 with projections to 1990 and listing selected major river diversion projects; (5) water conservation in the United States and foreign countries; and (6) priorities for a new water economy. One suggestion offered is that planners and educators dispel the myth that water conservation is exclusively a short-term strategy to alleviate droughts and other immediate crises. (JN)

ED 251 300 SE 045 249

"Learning To Do Math the Drafting Way." Field Test Copy.

California State Dept. of Education, Sacramento. Div. of Vocational Education.; California State Univ., Los Angeles. Dept. of Industrial Studies.

ED 251 313 SE 045 266

Research and Development in Industry, 1982. Funds, 1982; Scientists and Engineers, January 1983. Detailed Statistical Tables.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-84-325

PUB DATE- 84

NOTE- 67p.; Tables may be marginally legible due to small print.

AVAILABLE FROM- National Science Foundation, Washington, DC 20550 (Free).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Costs; *Employment; Energy; Engineers; Expenditures; *Federal Aid; *Financial Support; *Industry; *Pollution; *Research and Development; Research and Development Centers; Scientists

IDENTIFIERS- National Science Foundation

Data in this report were collected by the Bureau of the Census for the National Science Foundation annual Survey of Industrial Research and Development and cover the periods 1956 to 1982 for funding data and January 1957 to January 1983 for personnel data. These data are presented in 40 tables under seven major headings: (1) total funds for research and development (R&D); (2) company funds for R&D; (3) federal funds for R&D; (4) R&D funds by size of company; (5) R&D funds related to net sales; (6) energy and pollution R&D, including: projected expenditures for energy R&D by selected industry; company and federal funds for energy R&D by selected industry (1973-1982); and industrial expenditures for pollution abatement research by industry and source of funds (1981-82), by type of pollution and source of funds (1981-82), and by type of pollution (projected, 1973-83); and (7) employment. Among the data in the last category are cost per R&D scientist or engineer by industry and size of company (1982) and total employment of R&D-performing companies by industry and size of company (1981-82). Technical notes, including survey methodology, are included. (Since this survey does not cover trade associations, data on these organizations are not provided.) (JN)

ED 251 314 SE 045 267

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Colleges; *Federal Regulation; *Hazardous Materials; Higher Education; *Hospitals; Legal Problems; Program Descriptions; Research; Safety; Universities; *Waste Disposal; *Wastes
IDENTIFIERS- Chemicals; *Radioactive Wastes

In response to a request from the Wisconsin Department of Natural Resources, Region V of the United States Environmental Protection Agency (EPA) sponsored a workshop on waste management in universities and colleges. It consisted of four sessions: (1) managing general university waste and regulatory concerns; (2) chemical waste management; (3) low-level radioactive waste; and (4) research- and hospital-generated waste. This report contains all workshop papers that EPA received for publication. Selected topics discussed in these papers include: methods of handling nonhazardous wastes at colleges/universities; legal issues in hazardous waste management affecting colleges/universities; federal hazardous waste regulation applicable to colleges/universities; initiation, development, and operation of a hazardous waste program at the University of Illinois at Carbondale; packaging, transportation, and disposal of wastes off campus; application of Nuclear Regulatory Commission regulations to university waste disposal practices; safety considerations in disposal of low-level radioactive waste; experiences with incineration of low-level radioactive waste at the University of Illinois; waste disposal at the medical center of the University of Illinois; and hospital waste management programs at the health science/hospital complex at the University of Minnesota. (JN)

ED 251 328 SE 045 292

Resnick, Lauren B.
A Developmental Theory of Number Understanding.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
REPORT NO.- LRDC-1984/38
PUB DATE- 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; *Cognitive Processes; Computation;

ED 251 342 SO 016 000

Dow, James
The Combined Use of Computers and Audio Tape Recorders in Storing, Managing, and Using Qualitative Verbal Ethnographic Data. Revised .
PUB DATE- 21 Nov 84
NOTE- 31p.; An earlier version of this paper was presented at the Annual Meeting of the American Anthropological Association (81st, Washington, DC, December 7, 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiotape Recorders; *Computers; Computer Software; *Data Analysis; Databases; Data Collection; Data Processing; *Ethnography; Field Interviews; *Field Studies; Research Methodology; Social Science Research; Sociocultural Patterns
IDENTIFIERS- Mexico; *Qualitative Research

Ways in which computers and audio tape recorder techniques were used to record, index, and present data collected during two summers of field work in a rural area of Mexico are described. The research goal was to study the Otomi Indian shamans. Two computers were used: the Honeywell 6800 DPS-2 and the Osborne-1 microcomputer. The database system chosen for the project was the Lister system for Honeywell computers operating under the Multics operating system. The Lister system, which has many of the requirements important for an ethnographic database, e.g., flexibility in formatting data and ability to store both qualitative and quantitative data, is described. The field work was paperless. Interviews were recorded on audio-cassettes and then abstracted and typed into the field computer. Field notes and translations of the shaman interviews were entered and edited on the field computer. The information was then transferred by phone line from the microcomputer disks to the large computer. An index of the abstracts was made by the large computer. Appendices, which comprise the bulk of the report, discuss computer processing details, the Lister database, and the computer programs used. (RM)

ED 251 343 SO 016 001

ED 251 356 SO 016 027

O'Reilly, Kevin

Reconstruction to Progressivism: Booklet 3. Critical Thinking in American History. Student Manual .

Hamilton-Wenham School District, South Hamilton, MA.

PUB DATE- 83

NOTE- 97p.; For teacher's guide, see SO 016 026. For other documents in the Project on History and Logic (HAL) series, see SO 016 022-026.

AVAILABLE FROM- Critical Thinking Press, 775 Bay Road, South Hamilton, MA 01982 (Order No. 0300, $2.95, plus postage).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Critical Thinking; High Schools; *History Instruction; Immigrants; Instructional Materials; Reconstruction Era; Social Studies; Study Guides; Teacher Developed Materials; *United States History

IDENTIFIERS- Immigration; Industrial Revolution; Populism; Progressivism

One of a series of curriculum materials in U.S. history designed to teach critical thinking skills systematically, this teacher's guide presents high school students with supplementary lessons on the Reconstruction period, industrialism, labor and immigration, and progressivism and populism. The student booklet begins with a guide to critical thinking, which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Lesson topics include legislatures and radical Republicans in the Reconstruction era; the establishment of the Freedman's Bureau and of the Ku Klux Klan; motives of the radical Republicans; Andrew Johnson's presidency; the roles of John D. Rockefeller, Adam Smith, John Stuart Mill, and Ulysses Grant during the industrial period; Social Darwinism; Carnegie's and Pullman's roles in labor issues; immigration; the Pullman strike; Indians and trusts; the failure of populism; progressive reforms; and the populist platform in 1892. Student booklets are keyed to detailed lesson plans in the accompanying teacher's guide. (LH)

Polyson, James

Students' Peak Experiences: Yes, Psychology Deals with Happiness, Too.

PUB DATE- Aug 84

NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Techniques; Creative Teaching; *Emotional Experience; Higher Education; Introductory Courses; Learning Activities; Methods Research; *Psychology; Student Attitudes; *Student Experience; Teaching Methods

IDENTIFIERS- Maslow (Abraham); *Peak Experiences

Based on Maslow's characteristics of a "peak experience," 162 students in three introductory psychology classes and one personality class were asked to write a two-page paper describing a personal "peak experience." Papers were graded based on adherence to requirements, ability to apply Maslow's construct of the peak experience, and writing quality. After papers were graded, excerpts were read aloud with the exception of those requesting exemption from presentation (17 percent). Student questionnaires assessing the value of the assignment indicated the following: (1) 65 percent felt the assignment was "quite worthwhile," (2) 99 percent rated the assignment as either "quite interesting" or "somewhat interesting," (3) 93 percent agreed that the assignment was consistent with personal goals for the class, (4) 96 percent thought the assignment should be repeated the following semester, and (5) 95 percent felt the assignment facilitated their learning of Maslow's theories concerning peak experience. Further analysis of the papers indicated that most of the peak experiences had occurred during athletic, artistic, religious, or nature experiences, or during intimate moments with a friend or family member. Achievement of an important personal or collective goal or the overcoming of some adversity or danger represented other peak experiences. It is concluded that such an assignment encourages students to integrate affect and intellect, consistent with Carl Roger's views on the exploration of feelings as an integral part of academic learning. (LH)

ED 251 371 SO 016 061

REPORT NO.- ISBN-0-915984-86-5
PUB DATE- 84
NOTE- 213p.; Photographs and maps may not reproduce clearly.
AVAILABLE FROM- Foreign and Comparative Studies Program, Maxwell School of Citizenship and Public Affairs, S.U., 119 College Place, Syracuse, NY 13210 ($11.00; 10% discount on orders of 1-4 books for booksellers).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Colonialism; Comparative Education; Educational Attitudes; Educational Change; *Educational History; Educational Policy; Educational Research; Females; Feminism; Foreign Countries; Higher Education; Life Style; Sex Discrimination; Social Attitudes; Socialization; *Womens Education
IDENTIFIERS- Great Britain; *India

The impact of education on the lives of Indian women who attended Kinnaird College in British India is examined. The lives of 468 of the 1,544 women listed in the admissions register from 1913 to 1947, or about a 30 percent non-random sample, are the basis of the study. Alumnae records were examined, and personal interviews were conducted with former staff members and students. Chapters I, II, and III focus on Kinnaird College itself. Nineteenth century attitudes toward female education are examined, the 20th century intellectual and institutional environment in which Kinnaird College developed is analyzed, and the Kinnaird college life style is described. Chapters IV and V trace the interaction of individual women, their families, and the college. College education profoundly affected some women by affording them a greater range of behavioral options. However, the majority of the women did not stray far from the well-established Indian ideals of self-sacrifice and subservient womanhood. Chapter VI analyzes the changes which Kinnaird College underwent between 1947 and the present. (RM)

ED 251 385 SO 016 079

Wirth, John D.

Improving the Precollegiate Curriculum on Latin America, Grades 6-12. Final Performance Report.

Stanford Univ., CA. Stanford-Berkeley Joint Center on Latin American Studies.

SPONS. AGENCY- Office of Postsecondary Education (ED), Washington, DC.

Great Lakes Colleges Association, Ann Arbor, MI. Women's Studies Program.
PUB DATE- 79
NOTE- 67p.; For proceedings of subsequent conferences, see SO 016 114-117. Some pages contain light print that may not reproduce clearly.
AVAILABLE FROM- GLCA Women's Studies Program, 220 Collingwood, Suite 240, Ann Arbor, MI 48103 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conventional Instruction; Educational Change; Epics; *Feminism; Higher Education; Integrated Curriculum; Interdisciplinary Approach; Linguistics; Poetry; Scholarship; Sex Bias; Sex Differences; Sex Fairness; Sex Role; Sex Stereotypes; Toys; Womens Education; *Womens Studies
IDENTIFIERS- Italy; *Structure of Knowledge; Women in Literature

A keynote address, five selected conference papers, and two panel discussions are presented in these conference proceedings. The keynote address, "Breaking the Disciplines" (Florence Howe), examines the development of traditional disciplines as the mainstream of higher education's curriculum and the omission of women from these disciplines. An opening panel (Joan Straumanis, Barbara Smith, and Mary B. Williams) then presents a feminist perspective concerning the structure of knowledge. The first of five selected papers, "Interdisciplinary Studies and Women's Studies: Questioning Answers and Creating Questions" (Diana Grossman Kahn), is developed around six basic questions believed to have motivated the creation of women's studies. The second paper, "Generic 'Man' and Mortal Woman" (Joan Straumanis), draws a distinction between the sexism of language and sexism expressed in language. The third paper, "Sex Differences in Choices of Toys and Modes of Play in Nursery School" (Margaret Berrio), explores toy choices as indicators of the development of sex roles in children, while a fourth paper, "Women in Epic" (Anne Shaver), examines the role of women in epic poetry. In the fifth paper, Margherita Repetto presents an historical look at the development of women's liberation in Italy after World War II. A final presentation by the closing panel (Rita Kipp, Paul Lauter, and Joan Straumanis), entitled "The Feminist Critique: Plans and Prospects" and a schedule of conference events conclude the document. (LH)

*Traffic Safety
IDENTIFIERS- *Drinking Drivers

This paper reports on the post hoc analysis of specific types of self-control behaviors being employed by drinking drivers who were exposed to a behavioral self-control training program. The underlying assumption of this study is that the success of health promotion and intervention programs most probably depends on the development of greater self-control. A random sample of individuals who voluntarily attended a free alcohol education program for drinking drivers completed a Transfer of Self-Control Behavior Questionnaire two weeks after completing the program. Although nearly all subjects reportedly continued to practice a variety of self-control behaviors after the conclusion of the alcohol education program, many more self-control behaviors were not being employed. This study found that behaviors such as self-reinforcement, which are believed to be an essential component of "self-control," were largely undeveloped. It may be that self-control procedures require a greater period of supervised practice before thay are assimilated into an individual's behavior. (Author/JD)

ED 251 413 SP 025 406

Sysiharju, Anna-Liisa
Women as Educators: Employees of Schools in Finland. Research Report 22.
Helsinki Univ., (Finland). Dept. of Teacher Education.
REPORT NO.- ISBN-951-45-3356-9
PUB DATE- 84
NOTE- 36p.; Paper presented at a Symposium on "Women as Educators: Employees of Schools" (2nd, Gronigen, Netherlands, April 17-24, 1984).
AVAILABLE FROM- Department of Teacher Education, University of Helsinki, Ratakatu 2, SF-00120, Helsinki 12, Finland.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Decision Making; Employed Women; European History; Foreign Countries; Policy Formation; *Political Power; *Professional Recognition; Sex Bias; Social Characteristics; *Teaching (Occupation); Unions; *Women Faculty
IDENTIFIERS- *Finland

Rutherford, William L.
Team Teaching--How Do Teachers Use It? Revised.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- Apr 81
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attitude Change; *Behavior Patterns; Change Agents; Cooperative Planning; Educational Innovation; Elementary Secondary Education; Inservice Teacher Education; *Program Effectiveness; *Program Implementation; *Teacher Attitudes; Teacher Effectiveness; *Team Teaching
IDENTIFIERS- *Levels of Use of the Innovation

A research investigation on how teachers actually implement team teaching focused upon individual teachers and how they used the innovation. The research was based on the Concerns-Based Adoption Model. The model proposes eight Levels of Use and common to all these Levels are seven categories that represent behaviors a user at any level might be expected to demonstrate: knowledge, acquiring information, sharing, assessing, planning, status reporting, and performing. Through the use of personal interviews and limited observations, information about team teaching, or teaming, was collected from 411 teachers in 39 schools, ranging from those not involved in teaming to those who had been teaming for 5 or more years. A description is presented of the Level of Use patterns that were found. In this description, an outline presents the characteristic attitudes of users of an innovation at each level. Nine different patterns of teaming are described and briefly analyzed. The implications of the study for developing and implementing team teaching programs are discussed. (JD)

ED 251 428 SP 025 436

Hall, Gene E.
Longitudinal and Cross-Sectional Studies of the Concerns of Users of Team Teaching in the Elementary School and Instructional Modules at the College Level. R&D Report No. 3035.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- 76
NOTE- 19p.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cooperating Teachers; Higher Education; Individual Characteristics; *Interaction Process Analysis; *Interpersonal Communication; Preservice Teacher Education; Program Effectiveness; *Student Teachers; Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship; *Teaching Experience

Three cooperating teacher-student teacher dyads identified as "most effective" and three dyads identified as "least effective" were compared and contrasted to determine characteristics that distinguished the more from the least effective experiences. Ten quantitatively scored instruments, administered to both cooperating teachers and student teachers, measuring a variety of personality, attitude, cognitive and professional characteristics, provided the quantitative data base. Individual journals, interviews, audiotaped conferences, and observations provided the qualitative data base. Findings indicated that certain practices of interaction during the student teaching experience are associated with more effective experiences: (1) a proactive stance; (2) clear and specific communication; (3) verbal and behavioral consistency; (4) adaptability; (5) analytical self-reflection; and (6) a positive, problem-solving approach. It was also found that every student teacher in a more effective experience reduced the amount of pupil movement in the classroom, while every student teacher in a less effective experience allowed progressively more movement. (Author/JD)

ED 251 442 SP 025 485

Stones, Edgar
Investigative Pedagogy: Engine of Research and Theory in Teaching.
PUB DATE- Aug 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Cognitive Style; *Educational Research; Higher Education; *Learning Strategies; Preservice Teacher Education; *Problem Solving; Research Utilization; *Task Analysis; Teacher Effectiveness; *Teaching Methods

Contradictory research findings on teachers and teaching are frequently the result of overlooking or neglecting a systematic

Hendricks, Charlotte M.; Smith, Connie Jo
Determination of Health Knowledge: A Design for Preschool.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Evaluation; *Health Education; Instructional Materials; *Knowledge Level; *Preschool Curriculum; Preschool Education; *Program Effectiveness; Young Children
IDENTIFIERS- Project Head Start

A study to determine the effectiveness of a comprehensive health education curriculum developed for Head Start, "Hale and Hardy's Helpful Health Hints," shows that the program appears to favorably affect the health knowledge of the children in the sample, and that the picture identification instrument format is appropriate for the preschool child. Seventy-three experimental subjects and 35 control subjects, all 4- and 5-year olds from two Kentucky Head Start centers, were given a modified version of the testing instrument used in the Longitudinal Study of the Primary Grades Health Curriculum Project. The pretest/posttest consisted of 30 statements; after each one was read, the child was shown 3 pictures and asked to point to the one that corresponded to the given statement. Those children exposed to the health curriculum scored significantly higher in health knowledge acquired. A need for replication of the study in other locations is indicated. (DG)

ED 251 456 SP 025 540

Goodman, Jesse
Masculinity, Feminism, and the Male Elementary School Teacher: A Case Study of Preservice Teachers' Perspectives.
PUB DATE- 84
NOTE- 33p.; Paper presented at the Annual Curriculum Theory and Practice Conference (Dayton, OH, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Education; Feminism; *Hidden Curriculum; *Males; Outcomes of Education; Preservice Teacher Education; Role Models; *Sex Role; *Socialization; *Teacher Attitudes; Teacher

Accountability.
PUB DATE- Aug 83
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Collection; *Dropout Rate; Dropouts; School Districts; *School Statistics; Secondary Education; Statistical Data; *Validity
IDENTIFIERS- Accuracy; *Dade County Public Schools FL

The purpose of this study was to determine the validity of school and district dropout data and, if possible, to establish an accurate dropout rate for the Dade County Public Schools. Several key school files and documents were examined; prior dropout data were examined; and a survey of school personnel was conducted. The general conclusion of the study was that, given (1) the current state definition of a dropout, (2) the existing district procedures for defining dropouts and calculating dropout rates, and (3) the extent to which staffs at some schools are knowledgeable of and correctly follow these procedures, there is reason to question the accuracy of the district's and schools' dropout data. Further, the extensiveness of the problems in these three areas is such that determining an accurate dropout rate would not, at this time, be feasible. Specifically, the resources that would be required to produce accurate data would be better spent in revising existing definitions and procedures, developing computer programs to monitor and summarize school-level data, and providing inservice programs to schools' clerical and administrative staff regarding the revised definitions and procedures. (BW)

ED 251 472 TM 840 502

District and School Profiles, 1982-83.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Jan 83
NOTE- 526p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Tests; Attendance Patterns; Class Size; Elementary Secondary Education; Expenditure

analytical test data) generated by non-U.S. citizens from non-native English speaking societies should not be treated as comparable to test data for U.S. examinees or examinees from other native-English speaking societies. (Author/BW)

ED 251 485 TM 840 757

Bennett, Randy Elliot; Ragosta, Marjorie
A Research Context for Studying Admissions Tests and Handicapped Populations. Studies of Admissions Testing and Handicapped People, Report No. 1.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-84-31
PUB DATE- Aug 84
NOTE- 90p.; For Report No. 2, see TM 840 763.
AVAILABLE FROM- Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Admission; *College Entrance Examinations; Definitions; *Disabilities; Hearing Impairments; Learning Disabilities; Physical Disabilities; Predictive Validity; *Research Needs; Test Bias; Testing Problems; Visual Impairments
IDENTIFIERS- Rehabilitation Act 1973 (Section 504)

This report is the first in a series of publications emanating from a four year research effort designed to further knowledge of admissions testing and handicapped people. The report is divided into three major sections describing (1) the development of the research program, (2) a context for conducting that research, and (3) major research issues and activities for addressing those issues. The history of the research program is linked to Section 504 of the Rehabilitation Act of 1973 and a study by the National Research Council, which recommended a substantial research program. The present program is a response to that recommendation. The context for research on admissions testing presented in the paper concerns the definition of handicapping conditions and the characteristics of handicapped people. That the characteristics of handicapped people differ in significant ways from those of the general population raises important issues for admissions testing, such as the extent to which disabled individuals currently have

October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Community Attitudes Community Leaders; *Educational Needs; Educational Planning; Elementary Secondary Education; *Evaluation Methods; Graduate Surveys; *Needs Assessment; Parent Attitudes; School Districts; *School Surveys; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Alexander City Schools AL; Mail Surveys; *Stakeholders; *Talladega County Schools AL; Telephone Surveys; Triangulation

This paper describes a survey-based needs assessment method for school districts using multiple constituency groups. The constituency groups included are: the general public, community leaders, parents, students, graduates, and professional educators. The method requires polling the groups using telephone surveys, mailed surveys, or group administered surveys. Many survey questions can be used on all survey forms with minor modifications. This general procedure was applied to two Alabama School Systems wanting broad input on future district plans and their financing. In both cases the general public and community leaders were surveyed via the telephone. Other groups were surveyed via hand-carried and mailed questionnaires. The survey forms were developed through central office staff brainstorming activities. The boards of educations reviewed the issues before their incorporation into the instruments. Issues incorporated included physical plant, supporting services, staff personnel, pupil personnel, curriculum, community relations, and school finance. There was much more agreement among constituency groups than disagreement. The participation of multiple constituency groups and its attendant publicity resulted in a more favorable environment for change. (Author/BS)

ED 251 500 TM 840 797

Behr, George
Instructional Accomplishment Patterns of Asian/Pacific Islander Elementary Students.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TN-2-83/13

Herman, Joan; And Others
1984 Policy Studies: The Use of Testing and Evaluation for Assessing Educational Quality and Improving School Practice. Research into Practice Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 76p.; For summaries of these papers, see TM 850 008. Papers presented at a conference sponsored jointly by the UCLA Center for the Study of Evaluation and the UCLA Laboratory in School and Community Education (Santa Monica, CA, June 7, 1984).
GRANT- NIE-G-84-0112-P4
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Educational Improvement; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; *Evaluation Utilization; Feedback; Inservice Teacher Education; Multiple Choice Tests; Outcomes of Education; *Test Use

The papers in this monograph address an issue of importance to educational policy and practice: the use of testing and evaluation to assess the quality of education and to facilitate school improvement. The authors consider the traditional role that testing has played in accountability and the role that assessment and evaluation can and should play in improving teaching and learning; they point out some of the problems and limits of current evaluation practices and call for new approaches that will broaden perspectives on schooling and contribute to the usefulness of the evaluation enterprise. The four papers are: (1) "Evaluating Educational Quality: A Rational Design," by Eva L. Baker; (2) "Beyond Outcome Measures: An Agenda for School Improvement," by John Goodlad; (3) "Using Educational Evaluation for the Improvement of California Schools," by Elliot Eisner; and (4) "The Influence of Testing on Teaching and Learning," by Norman Frederiksen. (BW)

ED 251 514 TM 850 021

Alkin, Marvin C.; And Others
Annual Report. Technical Reports. Evaluation Productivity Project.
California Univ., Los Angeles. Center for the Study of Evaluation.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Higher Education; *Organizational Development; *Organizational Effectiveness; *Organizational Theories; Program Implementation; School Districts; *School Effectiveness; Teacher Education; Urban Schools

Two large, complex organizations (an urban school district and a neighboring college of education of a major State-funded university) have developed and applied a collaborative model of interaction and resource enhancement in response to resource contradiction and environmental turbulence. This paper (1) presents a conceptual framework of organizations interacting with their environments in a tight/loose coupling mode; (2) describes the background, development, processes, and outcomes of the collaborative relationship; and (3) presents an analysis of the collaborative relationship in terms of the conceptual framework. Five targets of change are analyzed: presumptions of logic, socialization processes, differential participation, constant variables, and corruptions of feedback. The case history suggests that both organizations had to move to protect their respective technical cores and, to do so, elected to adopt bridging strategies to enhance resources and thus increase organizational legitimacy. (Author/KH)

ED 251 529 UD 023 859

Mathews, Gary S.; And Others
Callaway Action Plan for An Effective School. Callaway High School, Jackson, Mississippi.
Jackson Municipal Separate School District, Miss.
PUB DATE- Aug 83
NOTE- 55p.; May be marginally legible due to light type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Change Strategies; Educational Environment; *Educational Improvement; Educational Objectives; Evaluation Methods; *High Schools; Needs Assessment; Parent Participation; *School Effectiveness; Staff Development; Student Needs
IDENTIFIERS- Instructional Leadership; Mississippi (Jackson); Teacher

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Black Students; Black Teachers; Desegregation Litigation; Desegregation Methods; Elementary Secondary Education; *Enrollment Trends; *Racially Balanced Schools; *School Desegregation; School Statistics; *Teacher Distribution; Voluntary Desegregation
IDENTIFIERS- *Ohio

Two reports describing Ohio's efforts in the last 15 years to desegregate the public schools and provide quality education for all are presented in this document. In the first report, Ohio's increasing involvement in desegregation is traced and practices that have effectively reduced racial isolation or eliminated segregation in Ohio's schools are examined. Successful strategies in both court-ordered and voluntarily desegregated school districts are detailed by district. Supplementary data on fruitful strategies used in Michigan and Wisconsin are also provided. In the second report, the racial changes in student enrollment and teacher placement in Ohio during the past decade are illustrated statistically. Changes that have occurred during the past five years in school districts identified as having racially isolated buildings (buildings with a minority student enrollment proportion that is 15% higher or lower than the proportion of minority students in the district's total enrollment) are also delineated. Three tables and fifteen graphs are provided, all demonstrating the decrease in racial isolation statewide. Appendices present: (1) maps giving county data on black enrollment and black teacher placement, comparing school years 1968/69 and 1981/82; and (2) "Racial Politics in Public Education," a keynote speech presented by Leonard B. Stevens to the State-Wide Desegregation Conference, Columbus, Ohio, April 13, 1983. (RDN)

ED 251 544 UD 023 924

The High School Drop Out and the Inner City School. Final Report of the Grand Jury in the Circuit Court of the Eleventh Judicial Circuit of Florida in and for the County of Dade. Fall Term A.D. 1983. Filed July 17, 1984.
Dade County Grand Jury, Miami, FL.
PUB DATE- 84
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB DATE- May 82
NOTE- 213p.; For a related document, see UD 023 949.
GRANT- 52-36-80-01
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Community Services; Contraception; Demonstration Programs; *Early Parenthood; *Economically Disadvantaged; Educational Background; Employment Experience; Family Environment; *Females; Needs Assessment; *Participant Characteristics; Secondary Education; Social Support Groups; Work Attitudes
IDENTIFIERS- *Project Redirection

This report summarizes the data from the baseline survey for Project Redirection, a national demonstration aimed at testing a comprehensive service program model for welfare-eligible pregnant teenagers and teen mothers. The baseline survey, the first part of a program impact analysis, provides a highly descriptive profile of the characteristics and needs of the target population served by Project Redirection in four experimental sites across the country and four other sites matched for comparison. Chief among the findings were that: (1) the young women were educationally disadvantaged; (2) their work experience was considerable and they were positively oriented toward work; (3) contraception was neither effectively nor consistently practiced and many continued to expose themselves to repeat pregnancies; (4) community services were used but a number of needs remained unmet; (5) informal supports played an important role, especially with regard to child care and emotional support; (6) most girls came from disadvantaged home backgrounds and most continued to live with their mothers. The report concludes that the long-term prospects of the young women for economic self-sufficiency are not promising and that their trajectories need redirecting. Appended are findings related to the technical aspects of the evaluation; 40 supplementary tables; and a bibliography. (RDN)

ED 251 559 UD 023 949

Branch, Alvia; And Others
Building Self-Sufficiency in Pregnant and Parenting Teens. Final Implementation Report of Project Redirection.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Department of Labor, Washington, D.C.; Ford

Washington, DC.
PUB DATE- 84
NOTE- 421p.; For related documents, see UD 023 961-969.
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($18.75 including Coordinator's Guide; Entire set of 8 guides $109.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assertiveness; *Behavior Change; *Change Strategies; *Educational Change; Equal Education; Learning Activities; Resource Materials; Secondary Education; *Secondary School Teachers; *Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; Teacher Workshops; Teaching Guides

This guide provides procedures and supporting materials for a sex equity workshop targeted at secondary school teachers. The workshop is intended to expand awareness of sexism and to increase sex-affirmative behavior in the educational environment. The guide describes the content, process, and sequential learning experiences for six sessions, plus an optional seventh session. Sessions 1 and 2 are organized to increase awareness of sexism and sex-role stereotyping and to provide a common vocabulary. Sessions 3 and 4 focus on the results of sex discrimination and some remedies in education. Sessions 5 and 6 investigate the school environment (what is) and planning for change (what should be). The optional seventh session deals with assertiveness training, which is intended to lead to the development of effective change agents. In addition to session-by-session procedures and supporting materials, this guide includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings and worksheets), and transparency masters. (Author/KH)

ED 251 574 UD 023 967

Expanding Options. Facilitator's Guide--Support Staff Workshop.
Center for Studies of the Person, San Diego, CA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 353p.; For related documents, see UD 023 961-969.
AVAILABLE FROM- WEEA Publishing Center, Education Development Center,

ED 251 245 PS 014 799

Franke, Richard H.; Paduch, Pamela J.
Environmental Sources of Intelligence Differences among Separated Identical Twins.
PUB DATE- Aug 84
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Intelligence Quotient; *Nature Nurture Controversy; Nutrition; Social Environment; *Twins

Since the time of Galton, high correlations have been noted in the IQ levels of identical twins, with relationships for twins reared in different families being only slightly lower than for twins reared together. This evidence has been held to demonstrate that intellectual differences among individuals and among groups are largely determined by genetics, and to suggest the futility of educational programs to remedy environmental deficiences. In the present study, an alternate procedure is used that avoids the participation of common environmental factors in the apparent genetic correlation of IQ levels. This procedure involves relating differences in IQ between separated identical twins to differences in the environments experienced. By stepwise multiple regression, 78 percent of the variance in inter-twin IQ difference is explained by differences in educational, physical, and family environment. Reanalysis of a "classical" set of data from separated identical twins indicates specific environmental factors that can be substantial determinants of intellectual development, even given the relatively benign conditions generally experienced in the United States. (Author/RH)

ED 251 246 PS 014 801

Honig, Alice Sterling; Wittmer, Donna Sasse

Texas Univ., Austin. Center for Social Work Research.
SPONS. AGENCY- Richardson (Sid W.) Foundation, Fort Worth, Tex.; Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- Sep 84
NOTE- 148p.; Also sponsored by the Hoblitzelle Foundation and Trull Foundation.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Role; Delivery Systems; *Economic Factors; Family Problems; Health; Health Services; *Human Services; Individual Characteristics; *Rural Economics; *Rural Environment; *Rural Population; Social Support Groups; *Stress Variables
IDENTIFIERS- Impact; *Texas

Questionnaire data from 168 rural residents of Atacosa, Cass, Freestone, Scurry, and Upton counties, 153 health and human services providers and interviews with 125 residents of 25 rural communities identified and described stressors in the rural Texas environment. Rural Texans viewed economic problems (money, lack of jobs, poverty, working conditions, working hours, and the need to work more than one job) as the most frequent cause of stress. Economic problems also impacted negatively on other facets of their lives (increased family conflicts, alcohol consumption, crime rates, and breakup of multigenerational farm families). Illness or disability and lack of adequate health and human services also constituted significant sources of stress. Lack of education, a survey variable, was not viewed as stressful. Health providers cited gastrointestinal and cardiovascular disease, depression, anxiety, and headaches as commonly seen stress-related illnesses. Rural Texans utilized friends and relatives most frequently as social supports. Health and human service providers viewed themselves as a more frequently used source of support than did rural residents. North, south, and west Texans saw weather/climate, poverty, and lack of services as the top three community stressors, while east and central Texans cited poverty, lack of services, and differences between old-timers and newcomers as the top stressors. The interview form and survey questionnaires are appended. (NEC)

ED 251 260 RC 015 034

Reddick, Thomas L.; Peach, Larry E.
Attitudes toward Curriculum Issues among Rural Educators in Tennesseee.

ED 251 273 RC 015 066

Traugh, Cecelia
Rural High Schools: Heart of Education in North Dakota Special Report.
PUB DATE- Jan 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Curriculum Development; Educational Assessment; Educational Environment; *Educational Objectives; Graduation Requirements; *High Schools; Rural Environment; *Rural Schools; *School Community Relationship; School Size; Secondary Education; Small Schools; *Student Characteristics; Student Educational Objectives; Teacher Background; Teacher Education; Teacher Participation; *Teacher Qualifications
IDENTIFIERS- *North Dakota

This issue features a special report on a 1982-1983 study of 19 rural North Dakota high schools. The report is preceded by a brief commentary. The study provides in-depth descriptions of 7 schools and survey data from 12 others, and has sections on teachers, students, purposes and expectations, school climate and relationship with the community, and issues and potentials. Among issues and potentials cited are needs for: access to further training for teachers; teacher networks from school to school; teacher involvement in decision-making about school issues; more planning time for teachers who teach a wide variety of subjects; using literature which reflects rural life, values, and isolation; connecting curriculum elements to the local culture, language, and history; and capitalizing on the vast rural laboratory and observation base in science classes. Brief articles by a rural high school teacher and a rural school superintendent reflect the view that the study is too negative, while commentary from a rural school board member indicates the report contains familiar and accurate information. A complete list of 1982-1983 North Dakota High School enrollments, from the smallest school (13 students) to the largest school (1,285), concludes the document. (BRR)

ED 251 274 RC 015 068

college; university-Indian tribe; people with disabilities-the elderly-volunteers-human service professionals-businesses; school officials-students-business leaders; counties-state school for the blind-state department of education; state department of education-junior college-business-Army; university-community college-Extension Service-area vocational schools; health education providers and institutions at all levels-university; board of cooperative education services-community college; college faculty members-rural school district leadership teams; school district-college-state department of education; and college-foundation. (BRR)

ED 251 287 RC 015 100

McAfee, Oralie
School-Home Communications: A Resource Book for Improving School-Home Relations.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 308p.; Presented at a workshop sponsored by School-Family Relations Program, Appalachia Educational Laboratory (Charleston, WV, October 15-17, 1984).
CONTRACT- 400-83-0001
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication (Thought Transfer); Elementary Secondary Education; Evaluation Methods; Faculty Development; *Family School Relationship; *Improvement Programs; *Inservice Teacher Education; Listening Skills; Literature Reviews; *Management Development; Needs Assessment; Parent School Relationship; *Parent Student Relationship; Parent Teacher Conferences; Questionnaires; Resource Materials; Rural Urban Differences; Specialists; Speech Communication; Telephone Usage Instruction; Workshops; Writing Processes
IDENTIFIERS- Appalachia Educational Laboratory WV; Examples

Presented in this resource notebook are some of the basic ingredients of how to improve communications from school to home, including current research and the best thinking on staff development and inservice training, examples of techniques to foster better home-school relations through better communication,

PUB DATE- 84
NOTE- 55p.; For other documents in the series see ED 244 091-102. Developed by the Educationally Disadvantaged Committee, Industrial Education Inservice Project.
AVAILABLE FROM- VOICE, California Dept. of Education, 721 Capitol Mall, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Decimal Fractions; *Drafting; Fractions; Geometric Concepts; Industrial Arts; Instructional Materials; *Mathematics Instruction; *Mathematics Skills; Measurement; Multiplication; *Remedial Instruction; Secondary Education; *Secondary School Mathematics; Worksheets

This booklet was developed for industrial arts students who demonstrate a need for additional instruction in mathematics, with the focus on the content needed for drafting. The eight topics included are: how to read a ruler, reading a one-fourth inch scale, multiplication of whole numbers, how to find square footage from an architectural floor plan, two plastic triangles used as drafting tools, centering a drafting isometric problem, a quick way to figure radius settings when using the drafting compass, and using fractions and decimals in the drafting class. Each topic lists teacher materials (concepts, instructions, and related activities) and provides several worksheets for students. To identify students who need additional help, a Basic Skills Checklist is provided for the teacher, and a Basic Skills Verification Form is included to enable the teacher to ask resource teachers and counselors to verify the identification and to provide instructional help. The materials may be used as instruction for the entire class, as a take-home, parent involvement assignment, or in a mathematics laboratory. (MNS)

ED 251 301 SE 045 251

The Competitive Status of the U.S. Electronics Industry.

National Academy of Engineering, Washington, DC. Committee on Technology and International Economic and Trade Issues.; National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.

Tompkins, John F.
Chapter I Mathematics Program, 1983-84. Report of Evaluation.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.
PUB DATE- 10 Oct 84
NOTE- 49p.; Appendix C may be marginally legible due to poor type quality.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Parent Participation; *Program Evaluation; *Secondary School Mathematics; Student Attitudes
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This report provides an evaluation of the Chapter I mathematics program for 1,020 first through eighth grade students in the Des Moines Independent Community School District. Included is a description of the program, information on program budget and expenditures, and narrative accounts of the attainment of 17 performance and process objectives. These objectives focus on administration, student performance, instructional processes, and family performance. Selected results show that: (1) students in grades 2-8 displayed gains in the mathematics score between pre- and post-testing with the Iowa Test of Basic Skills; (2) seventh and eighth grade students (N=204) displayed more positive attitudes toward learning after participating in the program; (3) students achieved mastery of over 82 percent of the objectives introduced to them in individual educational plans; and (4) Chapter I mathematics teachers did an outstanding job of contacting parents of students served. Among recommendations offered is the suggestion that the program administration stress the importance of maintaining and improving the attendance rate of students in the secondary mathematics program. (Budget and expenditure data, principal's report of Chapter I instruction, self-anchoring attitude scale, parent activities needs assessment form, and parent survey questionnaire are included in the appendices.) (JN)

ED 251 315 SE 045 268

Academic Science/Engineering: 1972-83. R&D Funds, Federal Support, Scientists and Engineers, Graduate Enrollment and Support. Final

Educational Research; Elementary Education; *Elementary School Mathematics; Error Patterns; *Learning Theories; Mathematical Models; *Mathematics Instruction; *Number Concepts; Primary Education; Problem Solving; *Psychological Studies
IDENTIFIERS- *Mathematics Education Research

Research on the psychological processes involved in early school arithmetic has now accumulated sufficiently to make it possible to construct a coherent account of the changing nature of the child's understanding of number during the early school years. This monograph presents an account of how number concepts are extended and elaborated as a result of formal instruction. A theory of number representation is outlined for three broad periods of development: (1) the preschool period, during which counting and quantity comparison competencies of young children provide the main basis for inferring number representation; (2) the early primary period, during which children's invention of sophisticated mental computational procedures and the mastery of certain forms of story problems point to two important expansions of the number concept; and (3) the later primary period, during which the representation of number is modified to reflect knowledge of the decimal structure of the counting and notational systems. (MNS)

ED 251 329 SE 045 293

Carl, Iris M.
Finding--And Keeping--Good Math and Science Teachers. Clinic E-81.
Houston Independent School District, Tex.
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; Guidelines; *Incentives; Inservice Teacher Education; *Mathematics Education; Mathematics Teachers; *Science Education; Science Teachers; *Speeches; *Teacher Shortage
IDENTIFIERS- Second Mile Plan; Texas (Houston)

Data on the shortage of qualified teachers of mathematics and science are first reported in this speech to the National School Boards Association, with information from a number of sources cited. Then the innovative recruitment and incentive plan of the Houston Independent School District to attract and hold qualified

Dow, James, Comp.
Bibliography of Methods in Cultural Anthropology.
PUB DATE- 23 Nov 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Anthropology; Archaeology; Community Study; Cross Cultural Studies; Field Tests; Libraries; Nonprint Media; *Research Methodology; Scientific Methodology; Social Science Research; Statistical Studies
IDENTIFIERS- *Cultural Anthropology

Over 300 resources on methods in cultural anthropology are listed under the following headings: archaeological methods; visual methods, tape recordings, and technical aids; cognitive anthropology and emic methods; community studies and complex societies; cross-cultural and hologeistic methods; ethnohistory; field work techniques and participant observation; general methodological handbooks; intra-cultural variations and their analysis; libraries, archives, and data banks; literary methods; formal and mathematical models; quantitative methods; scientific method; statistical techniques; and unobstrusive measures and secondary analysis. Materials, which include books, journal articles, and conference papers, are entered alphabetically by authors in each category. Information provided includes author, title, publication date, and, where relevant, publisher. Most materials were published between 1950 and 1984. (LP)

ED 251 344 SO 016 002

Der-Karabetian, Aghop; Proudian-Der-Karabetian, Armine
Ethnicity and Civil War: The Lebanese-Armenian Case.
PUB DATE- 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arabs; College Students; Culture Conflict; *Ethnicity; Ethnic Relations; Group Unity; Higher Education; High School Students; History; Identification (Psychology); Intergroup Relations; Nationalism; Political Influences; Secondary Education; Self Concept; Social Influences; Social Science Research; Student

ED 251 357 SO 016 029

Parker, Franklin
School Desegregation Since Brown (1954): 30-Year Perspective.
PUB DATE- 17 Nov 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Southwestern Philosophy of Education Society (Norman, OK, November 17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Education; Civil Rights; *Desegregation Litigation; Desegregation Methods; *Educational History; *Educational Trends; Elementary Secondary Education; Racial Integration; Racially Balanced Schools; *School Desegregation
IDENTIFIERS- *Brown v Board of Education; Reagan Administration; *Supreme Court

Views concerning the influence of the 1954 Supreme Court decision in "Brown versus the Board of Education" which ended school segregation are discussed. Historian Raymond Wolters believes that while segregation was wrong and the Supreme Court's unanimous decision reversing the "separate but equal" interpretation was right, the Court erred in calling for more state action to correct state error. For example, the Supreme Court in "Green versus New Kent County" (1968) required statistical evidence of integration. Because urban whites found this social engineering and judicial reconstruction distasteful and retreated to suburbs and private schools, public education and blacks suffered. According to Wolters, reform belongs to elected representatives, not to unelected judges. On the positive side, however, the Brown decision did force the South to desegregate and gave impetus to the far-reaching civil rights movement. However, since about 1974, during which time economic retrenchment and conservative renewal have prevailed, these positive elements have lost support. Today, 30 years after Brown, we see federal disinvestment in public schooling, retreat from equality, and return to pre-Brown "separate but equal" programs and facilities. (RM)

Greenwald, Anthony G.
Totalitarian Egos versus Totalitarian Societies.
PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior; Communism; Computers; Fascism; Futures (of Society); Leaders; *Leadership; Leadership Qualities; *Personality Traits; Political Power; *Politics; *Self Concept; *Totalitarianism

The roles that totalitarian egos play in political systems are examined. Persons who have totalitarian ego biases function more effectively than do those who lack them. The biases are (1) egocentricity, the tendency to perceive events primarily in terms of their relation to oneself; (2) "beneffectance," the tendency to perceive oneself selectively as responsible for desired, but not undesired, events; and (3) cognitive conservatism, the tendency to adhere to one's initial judgments even in the face of disconfirming evidence. In contrast with the effectiveness claims that can be made for the totalitarian ego, totalitarian societies usually operate ineffectively. One major reason is that totalitarian societies suppress totalitarian egos, thus reducing people's effectiveness. Additional aspects of the relationship between personal and political systems are (1) the functioning of totalitarian-ego characteristics in the personalities of political leaders; (2) the paradox that effective political leaders may be the ones who have only an illusion of control; and (3) the possibility that our society might evolve toward a form characterized by collective unity of thought, rather than individuality. (RM)

ED 251 372 SO 016 062

Snodgrass, Sara E.
Writing as a Tool for Teaching Social Psychology.
PUB DATE- Aug 84
NOTE- 43p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August

PUB DATE- Aug 84
NOTE- 194p.; Produced as part of the Latin America Project, a component of the Stanford Program on International and Cross Cultural Education (SPICE). Significant sections of the report were developed by the Bay Area Global Education Program (BAGEP) through funding from the National Endowment for the Humanities, U.S. Department of Education grants, and private and community foundations.
GRANT- HEA-G00-82-01048
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Art; Art Education; Cartoons; Cross Cultural Studies; Curriculum Development; Economics; Foreign Countries; Global Approach; Hispanic American Culture; Information Dissemination; Intermediate Grades; Land Use; *Latin American Culture; *Latin American History; Life Style; Map Skills; Material Development; Mexican Americans; Migration; Physical Geography; Program Descriptions; Secondary Education; Technological Advancement
IDENTIFIERS- Brazil; Chicanos; El Salvador; Guatemala; Interdependence; Mexico; Survival

The Latin America Project, which developed print and nonprint materials for use in grades 6-12, is described. The two-year effort was conducted in five phases: survey of existing materials; the development of curriculum units; review of curriculum by teachers attending summer institutes; field testing and evaluation; and dissemination. Titles of materials developed are: Chicanismo, Contrasting Urban Lifestyles in Brazil, Latin America in U.S. Political Cartoons, Latin America: The Microelectronic Link, Latin American Visual Art Today, Mapping Latin America, Migration North from Mexico, Muralismo, U.S.-Mexico Economic Interdependence, Rio Blanco: Land Use in a Highland Guatemalan Village, and Scarcity and Survival in El Salvador. The appendices, which comprise the major portion of the report, contain descriptions of the materials developed by the the project; a list of educators involved in the project; a global education framework for curriculum and staff development; institute schedule and evaluation form; "World Cultures Theme Guide to K-12 Curricular Resources, Activities, and Processes"; the draft of a unit, "Coffee Connections", for grades 6-12; and the form used by students to evaluate the units. (RM)

ED 251 386 SO 016 080

Reed, Beth, Ed.; And Others

Toward A Feminist Transformation of the Academy. Proceedings of the Annual GLCA Women's Studies Conference (5th, November 2-4, 1979).

Great Lakes Colleges Association, Ann Arbor, MI. Women's Studies Program.

PUB DATE- 80

NOTE- 74p.; For proceedings of other conferences, see SO 016 113-117.

AVAILABLE FROM- GLCA Women's Studies Program, 220 Collingwood, Suite 240, Ann Arbor, MI 48103 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Art; Critical Thinking; Curriculum Development; Developing Nations; Educational Change; *Feminism; Friendship; Higher Education; Integrated Curriculum; Scholarship; Sex Bias; Sex Fairness; Sex Stereotypes; Women Faculty; *Womens Studies

IDENTIFIERS- Women in Development; Women in Literature

A keynote address, seven papers, and a panel discussion are presented in these conference proceedings. The keynote address, "Friends and Critics: The Feminist Academy" (Elizabeth Kamarck Minnich), focuses on the interrelationship between critique and friendship and the importance of both to feminist scholarship. The first of seven selected papers, "Have Women Always Been Unequal?" (Rita Smith Kipp), condenses recent anthropological research on women's status. The second paper, "The Feminist Academy and Third World Women" (Nellice Gillespie-Woltemade), warns against imposing American forms of feminism on Third World women, while encouraging a two-way exchange of values, ideas, and skills. Other papers include "Feminism and the Established Curriculum in British and American Literature (Nicholas Jones), "Effects of Isolation on the Woman Artist" (Joyce Parr), "Historiogenic Art: Camouflage and Plumage (Bonnie Woods), "Do Contemporary Films Significantly Critique Patriarchy?" (John Schilb), and "Recruiting and Retaining Women Faculty" (Jon Fuller). A final presentation entitled "Curriculum Reform, or What Do You Mean, 'Our College Should Have a Feminist Curriculum?" (Allison Bernstein, Louis Brakeman, Paula Goldsmid, and Elizabeth Minnich) and a schedule of conference events conclude the document. (LH)

ED 251 400 SO 016 115

Reed, Beth, Ed.; And Others

This study was written as the Finnish contribution to a symposium convened to describe and analyze for comparative purposes the factual development of the position of women as educators, i.e., as employees in the school sytems of different countries. The study emphasizes the close connections that the position of women in the school system have with the general history and development of the country. Women as educators in Finland are described according to six historical periods in the development of Finnish schools. Simultaneously, statistical data concerning the proportional shares of women are presented for both historical and international comparison. The paper compares women's share in the teaching force of Finland with their proportions as principals or heads of schools, as functionaries in higher educational administration, as holders of positions of trust in trade unions of teachers, and with the general share of the women of Finland in the political decision making and planning of the country on the one hand, and its active labor force on the other hand. (Author/JD)

ED 251 414 SP 025 407

Koskenniemi, Matti

Educational Aims and the Purposiveness of Instruction. Skeptical Talks. Research Report 25.

Helsinki Univ., (Finland). Dept. of Teacher Education.

REPORT NO.- ISBN-951-45-3359-3

PUB DATE- 84

NOTE- 69p.

AVAILABLE FROM- Department of Teacher Education, University of Helsinki, Ratakatu 2, SF-00120, Helsinki 12, Finland.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Decision Making; Educational Legislation; *Educational Objectives; *Educational Researchers; Elementary Secondary Education; Foreign Countries; Government Role; *Policy Formation; Research Problems; School Administration; *Teacher Administrator Relationship; *Teacher Attitudes

IDENTIFIERS- *Finland

The relationship between centrally stated educational aims and those really in use at the classroom level is addressed. A critical review is presented of what has been achieved in this area, especially in Finland, both within legislation and by recent

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Attitude Change; *Change Agents; College Faculty; *Educational Innovation; Elementary Education; Elementary School Teachers; Higher Education; *Learning Modules; Longitudinal Studies; Program Implementation; Teacher Attitudes; *Team Teaching
IDENTIFIERS- Concerns Based Adoption Model; *Stages of Concern about the Innovation

As a part of the initial verification of the Concerns-Based Adoption Model, a two year cross-sectional/longitudinal study of the concerns of elementary school teachers about team teaching and college faculty concerns about instructional modules was conducted. The Stages of Concern About the Innovation Questionnaire was developed and administered to two samples, stratified according to years of experience with each of the innovations. Focus of the study was on the concerns of nonusers and users of innovations as they shift from initial unconcern about the innovation, to intense self concerns, to intense task concerns, and to intense impact concerns about the innovation. Participants included 453 elementary school teachers dealing with the innovation of team teaching, and 433 professors at different colleges and universities dealing with the innovation of instructional modules. Samples were selected to include individuals representing all stages of concern from nonusers to those with two or more years of experience with the innovation. A description is given of each of the seven stages of concern and graphs depict the varying degrees of concern indicated by the participants over the two year period. An analysis of the changes in concerns is presented and the implications of the findings are discussed as they relate to initiating and implementing educational innovations. (JD)

ED 251 429 SP 025 437

Hall, Gene E.
What Context? Is It in Use? R&D Report No. 3041.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 5 Apr 77
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 5, 1977).

approach to teaching, using principles of human learning to enhance pupils' learning and their enjoyment of learning. In discussing teacher preparation, it is pointed out that task analysis is a crucial operation, in which three main aspects of training courses--practical teaching, pedagogical theory, and the study of teaching subjects--come together and reveal their interdependence. It is suggested that if training institutions develop an exploratory, problem-solving approach to teaching, the ground is prepared for an accretion of information from small-scale classroom studies that are more likely to contribute to understanding of teaching than are research projects producing theoretical suggestions rather than practical ways to deal with the actual teaching process. A sketch is presented of a system of supervision in teacher education which uses an exploratory, cooperative, problem-solving approach. A description is given of a training course for supervisors in this kind of program, and the pedagogical investigations carried out by its alumni are described. (JD)

ED 251 443 SP 025 497

Status of Teacher Personnel in Utah 1983-84.
Utah State Office of Education, Salt Lake City.
PUB DATE- 84
NOTE- 172p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; School Demography; State Norms; *Teacher Characteristics; Teacher Persistence; *Teacher Placement; *Teacher Qualifications; *Teacher Supply and Demand
IDENTIFIERS- *Utah

This study, designed to update comparative data on teacher supply and demand and the status of currently active teachers, is divided into five sections: (1) Total Professional Personnel; (2) Letters of Authorization (emergency certificates); (3) New Personnel; (4) Supply of Teachers; and (5) Miscellaneous. Charts and tables are used to give information on the number, background, characteristics, and qualifications of new teachers and of all professional personnel. Data are provided on the match between the field of preparation and teacher assignment. Statistics are given on individuals recommended for certification by the six teacher-preparation institutions in Utah and their subsequent

Student Relationship
IDENTIFIERS- *Masculinity Femininity Variable

The role of the teacher as a mediator of traditional cultural attitudes and the socialization of males in society were examined. A study was made of six male preservice teachers who were interviewed and observed in elementary school classroom settings to determine how their perspectives of masculinity and femininity were conveyed to the students. It was found that teachers are more than transmitters of cultural attitudes; they are mediators who interject their personal views. It appeared that the perspectives that a teacher has toward sexual/social roles are more significant in influencing children's views of society than is the teacher's gender. Schools were found to be dynamic social settings that reflect gender related perspectives, conflicts, and forces within society. (DG)

ED 251 457 SP 025 547

Smith, Lyle R.
A Low-Inference Indicator of Lesson Organization.
PUB DATE- 82
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Concept Formation; *Course Organization; Educational Theories; Elementary Secondary Education; *Instructional Development; *Learning Strategies; *Lesson Plans; Sequential Learning; Student Reaction; Teacher Education; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Lesson Structure

Lesson structure (organization in terms of meaningful relationships among ideas or concepts) is a low-inference indicator of lesson organization in that it can be observed and objectively quantified. It affects achievement positively, and students generally rate lessons higher when the structure of the lesson is relatively high. Teachers vary in the degree of structure of their lessons, a fact indicating that some teachers could profit by being trained to increase the degree of structure, or commonality of ideas and concepts, in their lessons. Problems have been identified in the training process and in analyzing lesson structure, but these problems can be resolved by expending time and by employing subject per Student; High School Graduates; *Institutional Characteristics; Limited English Speaking; Microcomputers; School Districts; *School Statistics; Socioeconomic Status; *Student Characteristics; *Teacher Characteristics; *Test Results

IDENTIFIERS- *Dade County Public Schools FL; Florida State Student Assessment Test; Stanford Achievement Tests

This document is a collection of statistical information describing some of the more important characteristics of individual schools in the Dade County Public School system. A profile sheet is presented for each individual school providing statistics on school, staff, and student characteristics and student achievement information. General information about the school such as address, telephone number, principal's name, grade organization, and the administrative area and the U.S. Congressional District in which school is located is provided. Also included on the profile sheet are school characteristics, staff characteristics, faculty experience/education, student characteristics, instructional microcomputers, average class size, attendance rate, percent per/free reduced lunch, students with limited English proficiency, number of graduates (for high schools), full-time equivalent (FTE) students, and average cost per FTE student. On the reverse side of each school's profile sheet is a summary of student achievement as measured by the Stanford Achievement Test and the State Student Assessment Test. Data are provided on the number of students tested and the media percentile for the Stanford, and the average percent achieving mastery on the State test. (BW)

ED 251 473 TM 840 505

South Bay Union School District: District Profile, and Imperial Beach School: School Profile.

South Bay Union School District, Imperial, CA.

PUB DATE- 83

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- *Achievement Tests; Basic Skills; Elementary Education; Grade 3; Grade 6; Profiles; School Districts; *School Statistics; Scores; *Special Programs; *Test Results

IDENTIFIERS- California Assessment Program; Curriculum Assessment Planning Program; *South Bay Union School District CA; Stanford access the admissions testing process; the fairness of test content to handicapped examinees; the extent to which admissions tests equivalently predict academic success for handicapped and nondisabled populations; and whether the preadmission identification, or flagging of scores emanating from modified tests, can be avoided. (Author/BW)

ED 251 486 TM 840 762

Frankel, Steven M.; And Others
Study of Test Burden at the Elementary and Intermediate Schools.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- May 83
NOTE- 21p.; Small print in some tables.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Educational Testing; Elementary Education; Group Testing; Junior High Schools; School Districts; *Standardized Tests; Test Coaching; Test Reliability; Test Use; Test Validity; *Time Management
IDENTIFIERS- *Montgomery County Public Schools MD

In response to concerns raised by principals at both the elementary and intermediate levels regarding the amount of instructional time consumed by students taking tests which were not related to day-to-day instruction, a study was conducted of the amount of time spent preparing to give such tests and actually administering them, and the manner in which the test results were being used. The average number of hours spent preparing for and taking these tests ranged from 6.0 hours in Grade 6 to 29.5 hours in Grade 3. These results indicate that the amount of periodic testing is not large and in fact consumes less than 2 percent of the available instruction time. Nonetheless, three areas of concern emerged from the analysis: (1) the status of locally-developed curriculum-related tests, given teacher uncertainty about their usefulness and quality; (2) the misuse of achievement test data by using results to place individual students in particular programs and classes; and (3) questions about the reliability and validity of the measures used, especially at the intermediate level. (BW)

PUB DATE- 15 Aug 83
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Asian Americans; *Basic Skills; Elementary Education; Mathematics Instruction; Outcomes of Education; *Pacific Americans; *Performance Factors; Program Effectiveness; Racial Differences; Reading Instruction; Time on Task; Writing Instruction

The performance patterns of about 13,000 Asian/Pacific Islander (API) students in mathematics, written composition, and reading in grades 1 through 6 were examined. Student information was obtained through the Los Angeles Unified School District's data base for the Survey of Essential Skills (May 1982). Predominantly English-speaking, the students represented many subgroups (Chinese, Japanese, Korean, Vietnamese, Samoan, etc.). The exploratory analysis identified manipulable variables of classroom instruction that affect the schooling achievement of API students, such as the amount of time spent using grade-level instructional materials, the "thickness" or "thinness" of lesson space devoted to particular skill areas, the placement of instruction in the curriculum sequence, and the relative complexity of the skill area concepts. Implications for improved instruction for all students are discussed. Numerous line graphs illustrate skill area patterns. (Author/BW)

ED 251 501 TM 840 798

Humes, Ann
What's Involved in Collaborative R & D with a School District.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
REPORT NO.- SWRL-TN-2-83/24
PUB DATE- 15 Dec 83
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- High Schools; *Institutional Cooperation; Interrater Reliability; Minimum Competency Testing; *Regional Laboratories; *School Districts; Scoring; *Test Construction; Test Validity; *Writing Evaluation

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 145p.; For the individual papers included in this report, see TM 850 022-024.
GRANT- NIE-G-84-0112-P2
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Role; *Cost Effectiveness; Cost Estimates; Decision Making; Evaluation Methods; *Evaluation Utilization; Evaluators; Experimenter Characteristics; Institutional Characteristics; Leadership Qualities; Predictor Variables; *Program Evaluation; Resource Allocation
IDENTIFIERS- *Center for the Study of Evaluation CA; Evaluation Costs; Evaluation Reports; Indirect Costs

After outlining the 1984 activities and results of the Center for the Study of Evaluation's (CSE's) Evaluation Productivity Project, this monograph presents three reports. The first, "The Administrator's Role in Evaluation Use," by James Burry, Marvin C. Alkin, and Joan A. Ruskus, describes the factors influencing an evaluation's use potential and outlines the steps the program administrator must take to increase the evaluation's use. The second paper, "Factors Common to High-Utilization Evaluations," by Ruskus and Alkin, identifies six of these factors: level of evaluator effort, evaluator's leadership behavior, user involvement, evaluation reporting, evaluator involvement in implementing recommendations, and user commitment to use. The final paper, "Reflections on Evaluation Costs: Direct and Indirect," by Alkin and Ruskus, describes how to identify and assign values to both direct and indirect cost components, and how costs should be considered in relation to benefits accrued from an evaluation. (BW)

ED 251 515 TM 850 022

Alkin, Marvin C.; And Others
The Administrator's Role in Evaluation Use. Evaluation Productivity Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84

Expectations

This paper outlines the Callaway Action Plan for an Effective School (CAPES), a three year plan of action designed to produce the following characteristics of an "effective school": (1) administrative leadership; (2) instructional focus; (3) an orderly, safe environment; (4) high teacher expectations of students; and (5) the use of measures of pupil achievement as the basis for program evaluation. First, the conditions at Callaway High School in Jackson, Mississippi, which gave rise to the development of this plan, are described in terms of student needs, staff growth, and parental involvement. Next, goals, objectives, methods, timing, responsibility, and evaluation are detailed. A budget is included, as well as four appendices which comprise fifty percent of the document: (1) an outline for the collection of data for a study on organizational climate at Callaway High School; (2) a report of collected data; (3) the questionnaire used to collect data presented in the study; and (4) a letter sent to parents asking them to encourage their children to complete homework assignments. (KH)

ED 251 530 UD 023 873

Success in the Urban Setting: Ohio's Urban Demonstration Projects.
Ohio State Dept. of Education, Columbus.
PUB DATE- 84
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Design; Decentralization; Decision Making; *Demonstration Programs; Educational Environment; *Educational Improvement; Educational Planning; Elementary Secondary Education; Program Evaluation; *Program Implementation; Public Relations; School Administration; *School Community Relationship; Services; State Programs; Teacher Role; *Urban Education
IDENTIFIERS- *Ohio; *Urban Demonstration Projects OH

The Urban Demonstration Projects (UDP) combined rehabilitative, preventive, and developmental services in a coordinated school and community effort to test the impact of a maximal educational program for disadvantaged students in Ohio's urban schools. This report, which was prepared by staff members from the various projects throughout the State, includes an introductory description of UDP projects and implementation strategies undertaken in Akron,

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- Black Students; Delinquency; *Dropout Attitudes; *Dropout Characteristics; *Dropout Prevention; *Dropout Rate; High Schools; Hispanic Americans; *Influences; *School Effectiveness; White Students
IDENTIFIERS- *Florida (Dade County)

The final report of a Florida Grand Jury investigation of the school dropout situation in Dade County is presented in this document. Information contained in the report was drawn from a questionnaire administered to 264 dropouts and potential dropouts, from a second questionnaire administered to 323 elementary school teachers, and from the testimony of 20 expert witnesses. In Sections I and II, introductory and background material are presented. In Section III, the following topics are discussed: the dropout rate, overall and for Hispanics, Blacks, and nonHispanic Whites; dropout characteristics; and what happens to dropouts after they have left school. In Sections IV through VI, the question of why dropouts leave is addressed in terms of the school, the neighborhood, and the home. The relationship between academic performance and delinquency is explored briefly in Section VII. Following this, schools in Dade County that are successful, the issue of school effectiveness, and some of Dade County's past and present efforts to bring about improvement are examined. A summary of findings and a list of recommendations are presented in the concluding section. (CMG)

ED 251 545 UD 023 928

Pantin, Gerard
The Servol Life Centres.
Servol Ltd., Port of Spain, (Trinidad and Tobago).
PUB DATE- 16 Apr 79
NOTE- 53p.; Photographs will not reproduce clearly.
AVAILABLE FROM- Servol Printing Services, Sunshine Hill Life Centres, Calvary Hill, East Dry River, Trinidad.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Skills; *Community Development; Community Health Services; Community Involvement; Construction Programs; Developing Nations; *Disadvantaged Environment; Elementary Secondary Education; Foreign Countries; Group Experience; Nursery

Foundation, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 84
NOTE- 170p.; For a related document, see UD 023 948.
GRANT- 52-36-80-01
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Black Youth; *Community Services; Contraception; *Disadvantaged; *Early Parenthood; Educational Philosophy; Employment Potential; *Females; Hispanic Americans; Job Skills; Participant Characteristics; Program Content; Program Costs; Program Effectiveness; *Program Implementation; Secondary Education; Self Esteem; Staff Role
IDENTIFIERS- *Project Redirection; Service Delivery Assessment

This six-chapter document constitutes the final implementation report of Project Redirection, a demonstration of a comprehensive program designed to provide a range of services to adolescents who are pregnant or have children. Following an introductory chapter, chapter II examines characteristics of the four sites where programs were set up to recruit teens and to maintain enrollment levels throughout the demonstration, and describes the structure of the program, as defined by staffing levels and service linkage. Chapter III deals with the capacity of the sites to maintain and strengthen the key elements of the program model, and describes how the program attempted to bring about change in teens' behavior. Chapter IV presents the "community woman" component, a volunteer service described as the most innovative of the program's features. Chapter V examines the effectiveness of sites in scheduling services for teens and how intensively participants utilized these services, and also discusses length of stay and other issues of participation. The chapter concludes with an analysis of program costs, focusing on unit costs and the costs of site operations. Finally, chapter VI summarizes the key implementation lessons and their implications for replicating Project Redirection. Appendices provide an account of the experiences of two of the sites (Boston and Detroit), a sample individual participant plan, and a bibliography. (CMG)

ED 251 560 UD 023 950

Yin, Robert K.; And Others
Excellence in Urban High Schools: An Emerging District/School Perspective.

Inc., 55 Chapel Street, Newton, MA 02160 ($16.25 including
Coordinator's Guide; Entire set of 8 guides $109.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assertiveness; *Behavior Change; *Educational Change;
Elementary Secondary Education; Equal Education; Learning
Activities; *Paraprofessional School Personnel; Resource Materials;
*Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; Teaching
Guides; *Volunteers; Workshops

This guide provides procedures and supporting materials for a sex equity workshop, targeted at school support staff, that is intended to expand awareness of sexism and to increase sex-affirmative behavior in the educational environment. The guide describes the content, process, and sequential learning experiences for three basic sessions and two optional sessions. Session 1 is organized to increase awareness of sexism and sex-role stereotyping and to provide a common vocabulary. Session 2 introduces participants to the legal ramifications of sexism, along with the relevant economic and employment facts. Session 3 discusses bias in language and the limitations of sex-role socialization. Optional Session 4, recommended for teacher aides, considers how to incorporate the workshop activities into classroom duties and how to share the activities with classroom teachers. Optional Session 5 applies assertiveness training to sex equity problems, and is aimed at the development of effective change agents. In addition to describing session-by-session procedures, this guide includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

ED 251 575 UD 023 968

Expanding Options. Facilitator's Guide--Elementary Teacher Workshop.
Center for Studies of the Person, San Diego, CA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED),
Washington, DC.
PUB DATE- 84
NOTE- 493p.; For related documents, see UD 023 961-969.
AVAILABLE FROM- WEEA Publishing Center, Education Development Center,
Inc., 55 Chapel Street, Newton, MA 02160 ($21.50 including
Coordinator's Guide; Entire set of 8 guides $109.50).

Early Signs of Sex Role Stereotyping among Day Care Toddlers.
PUB DATE- Apr 82
NOTE- 9p.; Paper presented at the Biennial Southeastern Conference on Human Development (7th, Baltimore, MD, April, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Child Caregivers; *Day Care; Early Childhood Education; Sex Bias; Sex Differences; *Sex Role; *Sex Stereotypes; *Social Behavior; *Teacher Student Relationship; *Toddlers
IDENTIFIERS- Dependency (Personality); Help Seeking; *Social Interaction

The emergence of sex-role stereotypes in dependency behaviors exhibited toward day care teachers by male and female toddlers was explored. Communication and interaction attempts, or bids, that 25 male and 25 female toddlers from low income families in day care made toward their teachers were analyzed. Instrumental bids requesting help were significantly more frequent for males. Expressive bids were equally present for boys and girls, but these bids were found to differ in type. Specifically, girls made more positive affectional approaches, while boys made significantly more distress/negative bids. Females were ignored by caregivers more often than males. It was suggested that caregivers may need to help male toddlers find more appropriate ways to meet their needs for nurturance from adults. (Author/RH)

ED 251 247 PS 014 810

Blumberg, Francine C.; Offenbach, Stuart I.
Attention Strategies and Children's Incidental Learning.
PUB DATE- Aug 84
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Based on the first author's Master's Thesis.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Attention; Cues; Elementary Education; *Elementary School Students; Generalization; Grade 2; Grade 5; *Incidental Learning; Performance Factors; *Pictorial Stimuli;

PUB DATE- 13 Nov 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Classroom Environment; *Comparative Analysis; Course Content; *Curriculum Development; Educational Environment; *Educational Philosophy; Elementary Secondary Education; Extracurricular Activities; Individualized Instruction; Leadership Responsibility; *Rural Education; Rural Schools; Small Schools; Student Evaluation; *Teacher Attitudes
IDENTIFIERS- *Tennessee

A 20-item questionnaire determined and compared attitudes of 996 public school teachers and administrators in 83 rural Tennessee counties concerning curriculum development, course content, school environment, individualized instruction, philosophical parameters, student evaluation, and extracurricular activities. Both teachers and administrators agreed that homework was necessary for good instructional programs, the main purpose of schools was to teach basic skills, materials should be selected in relation to established objectives, diplomas should only be given to students passing the Tennessee proficiency test, ability grouping was the most efficient and effective means for individualizing instruction, high school education should result in marketable skills, the best teaching occurs when teachers work as teams, strict discipline improves the learning environment, needs of exceptional children should be met through the curriculum, students should master grade requirements before being promoted, and effort should be considered with achievement when assigning grades. More teachers than administrators indicated that course content should be determined by teachers or cooperatively by teachers and students, and that art and music were as important as other academic subjects. More administrators than teachers that felt leadership in curriculum was the major administrator responsibility, athletic programs were essential, and extracurricular activities were vital to the total curriculum. (NEC)

ED 251 261 RC 015 035

Bruss, Lyle R.; Bryan, Dennis L.

Demmert, William G., Jr., Ed.
A Report of a Seminar on "A Nation at Risk: The Imperative for Educational Reform" Released by the National Commission on Excellence in Education. (Juneau, Alaska, July 15, 1983).
Alaska Univ., Juneau.
PUB DATE- Oct 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Standards; Alaska Natives; Community Education; *Course Content; Educational Attitudes; *Educational Equity (Finance); Educational Objectives; Elementary Secondary Education; Expectation; Higher Education; Incentives; Leadership; Liberal Arts; Rural Areas; State Standards; Statewide Planning; Teacher Education Programs; *Teaching (Occupation); *Time Management
IDENTIFIERS- *Alaska; *Nation at Risk (A)

The seminar brought together a group of professionals or professionally related educators to discuss the National Commission on Excellence in Education report, "A Nation at Risk: The Imperative for Reform," and its meaning to Alaska, a land of many contrasts not only in climate and vegetation but also in people and attitudes. The participants divided into five discussion groups to review the recommendations in "A Nation at Risk," to analyze the report's implications and to present a set of recommendations relevant to Alaska. Forty-two recommendations resulted; the groups and the first recommendation made by each, are as follows: the content group urged local school districts to use "Nation at Risk" as an impetus for examining their own programs based on Alaska's needs; the standards and expectations group advised educators to use the classroom, community, and home to raise student academic performance; the time group perceived the need to improve time management in the current school day, rather than lengthening the school day or year; the teaching group recognized the importance of liberal arts training for prospective teachers and urged teacher training centers to develop programs to accommodate need; and the leadership and fiscal support group advocated establishment of early childhood education programs, with set standards and certification requirements, and with state funding. All recommendations, as well as the presentations, a list of participants, and the editor's concluding statement are included. (BRR) and ways to train school personnel in using those techniques. Following an introductory section, eight sections address the topic beginning with "School and Family: The Essential Connection," followed by "Staff Development: Research and Recommendations," "Guides for Effective Home-School Relations and Communications," and "Especially for Administrators and Policy-Makers." Section 6, "Especially for Teachers and Specialists," has seven subsections addressing what is known about school-family relations, using non-technical language, listening fully, utilizing the telephone and recorded messages, examining the written word and other symbols, developing academic guidance sheets, and holding parent-teacher conferences. Sections 7 and 8, entitled respectively "Especially for Support and Service Personnel" and "Especially for Families," are followed by a ninth section concerning "Evaluation: Formative, Summative, and Points in Between." Readings, exercises, and reference lists accompany the sections. The tenth and final section is comprised of nine appendices including additional references, telephone interviewing questions, a summary of the needs assessment process, handouts, parent-staff-conference questionnaires, and guidelines for conducting Nominal Group Technique meetings. (BRR)

SE

ED 251 288 SE 045 224

Flavin, Christopher
Electricity's Future: The Shift to Efficiency and Small-Scale Power. Worldwatch Paper 61.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-61-5
PUB DATE- Nov 84
NOTE- 75p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

SPONS. AGENCY- National Academy of Sciences, Washington, D.C.; National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-03397-7
PUB DATE- 84
NOTE- 143p.
GRANT- 79-02702
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competition; Electronic Equipment; *Electronics; Financial Support; Human Resources; *Industry; Influences; *International Trade; Policy; *Semiconductor Devices; Technology; *Telecommunications
IDENTIFIERS- *Computer Industry; Industrial Development; Japan

This eight-chapter report is one of seven industry-specific studies conducted to identify global shifts of industrial technological capacity on a sector-by-sector basis, to relate those shifts in international competitive industrial advantage to technological and other factors, and to assess future prospects for further technological change and industrial development. The methodology of the studies included a series of panel meetings involving discussions between experts, resource personnel, and government agency and congressional representatives. Chapters 1, 2, and 3 examine, respectively, the challenge to United States' leadership in electronics, financial and human resource constraints, and barriers to international trade. Chapters 3 to 7 focus respectively on: the semiconductor industry (considering its size, structure, and international position, the semiconductor manufacturing process, and bases for competition); the computer industry (considering its size, structure, and international position, its changing economics, and bases for competition); the telecommunications industry (considering its size, structure, and international position, developments in transmission technology, and bases for competition); and the consumer electronics industry (examining its size and international position and the factors of Japanese success in the industry). Chapter 8 considers research, capital formation, human resource, and international trade policy options for the U.S. electronics industry. (JN)

ED 251 302 SE 045 252

Report.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-84-322

PUB DATE- 84

NOTE- 93p.

AVAILABLE FROM- National Science Foundation, Washington, DC 20550 (Free).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Computer Science; Degrees (Academic); *Employment; Engineering Education; *Engineers; *Enrollment Trends; Expenditures; *Federal Aid; Females; Graduate Students; Higher Education; Mathematics; *Research and Development; Science Education; Science Equipment; *Scientists

This publication is the third in a series of biennial reports in which academic resources in science and engineering are analyzed. It is based primarily on findings from four National Science Foundation surveys that collect information on academic research and development (R&D) expenditures, federal obligations, employment of scientists and engineers, and the characteristics of graduate students in science and engineering (S/E) programs. The report is designed to integrate these survey results with those of other data sources to provide an overview of the status of academic resources, focusing on the 1970s and early 1980s, with some implications for the immediate future. The report consists of three parts: (1) trends in academic R&D expenditures (including data on the federal role, industrial support expenditures for research equipment, and other areas); (2) trends in academic S/E employment (including data on sex of scientists and engineers, women doctorate-holders, and minority scientists and engineers, and other areas); and (3) trends in graduate S/E enrollment (including data on sources of support and other areas). Also included are three appendices providing technical notes, 19 statistical tables with supporting data for each of the report's three parts, and copies of survey instruments. (JN)

ED 251 316 SE 045 269

Meeting the Technology Portion of the Science and Technology Goal of Quality Education.

teachers is detailed. (1) Interviews were conducted on college campuses, at professional meetings, and in urban centers in 42 states and Puerto Rico. (2) Teachers' personnel files were reviewed to identify teachers within the system not teaching mathematics or science, but with credits in those subjects. As a result of Project Search, 50 teachers were selected from over 300 possibilities for retraining as mathematics and science teachers. (3) A differential salary structure, the Houston Second Mile Plan, is in place, with mathematics and science teachers who quality receiving $2000 as an annual stipend. For all teachers, the starting salary has been raised, and the salary schedule compressed from 15 steps to 10 steps. Incentive pay is also given for high priority location, professional growth, outstanding teacher attendance, outstanding educational progress, and unique campus assignment, in addition to the critical staff shortage category. (MNS)

SO

ED 251 330 SO 015 862

Resources for Strengthening International Studies in Schools: A Directory of Organizations.

Social Studies Development Center, Bloomington, Ind.

SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.

PUB DATE- 84

NOTE- 73p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Area Studies; Elementary Secondary Education; Global Approach; Information Sources; Intercultural Programs; International Organizations; *International Studies; National Organizations; *Organizations (Groups); Professional Associations

An annotated list of selected organizations that offer materials and services designed to help elementary and secondary school educators expand international studies in their schools is provided. Information about the organizations includes student and teacher materials available, inservice workshops, consultations,

Attitudes; Surveys; *War
IDENTIFIERS- *Armenians; *Lebanon

Results of a study which examined the impact of the Lebanese civil war on the ethnic orientation of Armenians in Lebanon are presented. A brief historical overview of the presence of Armenians in Lebanon is given first, focusing on the evolution of Armenian-Arab relations. A theoretical framework is then provided to guide the discussion of the survey data. Pre- and post-civil war surveys of senior high school and university students were conducted. Results showed that the civil war in Lebanon has sensitized the Armenian community to its differentiation from other groups, rigidified its ethnic boundaries, and increased in-group allegiance. However, an overarching sense of Lebanese national identity is maintained. The study shows that ethnic identity is not static but changes over time according to socio-political transformations. (RM)

ED 251 345 SO 016 008

Gordon, Ronald D.
Creativity and the Behavioral Sciences.
PUB DATE- 84
NOTE- 9p.; Paper presented at the National Conference on Science and Creativity (Honolulu, HI, March 24-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Science Research; *Behavioral Sciences; Creative Thinking; *Creativity; Educational Needs; Graduate Study; Higher Education; Perspective Taking; Research Methodology; Research Needs; Social Science Research; Synthesis
IDENTIFIERS- Brain Hemispheres; *Lateral Thinking; *Vertical Thinking

Ways in which behavioral scientists can use both vertical (logical) and lateral (creative-intuitive) thinking to improve their research are discussed. Creativity in the selection of research questions would require that behavioral scientists ask questions whose answers could make a difference to societal and world well-being. Behavioral scientists must explore through lateral thinking various kinds of research methodologies and choose those that best match the topic(s) under research. The most creative step that a behavioral scientist might undertake would be not to collect yet another piece of data, but to synthesize more of the knowledge that

ED 251 358 SO 016 047

Beaubien, Roger; And Others
The Media Mirror: A Study Guide on Christian Values and Television. Elementary.
National Catholic Educational Association, Washington, D.C.; United States Catholic Conference, Washington, D.C.
PUB DATE- 84
NOTE- 33p.; For teacher's guide and junior high and high school study guides, see SO 016 048-050.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Attitudes; Children; Conflict Resolution; Cooperation; Elementary Education; *Evaluation Criteria; Instructional Materials; Learning Activities; Production Techniques; Programing (Broadcast); Television; Television Commercials; *Television Viewing; Units of Study

Eight units help elementary students consider the effect of television on their lives and how television programs depict conflict and real-life problems. Each unit contains a reading, check-up questions, and a number of suggested activities. Topics covered are: early programming, the reality of issues and situations covered in television programs, commercials, television program production, conflict and cooperation on television, program endings, television heroes, and activities to take the place of television watching. A television quiz, game, and award are included. (LP)

ED 251 359 SO 016 048

Feistritzer, Patricia, Ed.
The Media Mirror: A Study Guide on Christian Values and Television. Teacher's Guide.
National Catholic Educational Association, Washington, D.C.; United States Catholic Conference, Washington, D.C.
PUB DATE- 84
NOTE- 34p.; For elementary, junior high school, and high school study guides, see SO 016 047-050.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Writing; Course Descriptions; Creative Thinking; Higher Education; Information Retrieval; Interdisciplinary Approach; Introductory Courses; Library Skills; Problem Solving; *Social Psychology; Student Projects; Teaching Methods; *Writing (Composition); Writing Improvement; Writing Processes; *Writing Skills

Practical ways in which writing was used in a college level introductory social psychology course are described. Rather than being used almost exclusively as a tool for evaluation, the process of writing was also used as a tool for problem solving and for producing creative and analytical thinking. Writing was integrated into the course in three ways. First, students were required to keep a course log in which they wrote their reactions to the readings, class films and demonstrations, ideas for papers and projects, and other free writing. The second activity involved students in writing two short analyses of journal articles. Through this activity, they learned how to find literature on social psychology in the library, became familiar with the format of psychological research articles, and learned ways to approach reading and analyzing journal articles. The third activity that required writing was the planning and implementation of an observational study of some social psychological phenomenon. The appendices, which make up the bulk of the publication, contain the course outline and the student handouts that give step-by-step directions for each of the activities. (RM)

ED 251 373 SO 016 063

Goodman, Jesse
Social Studies Curriculum Design: A Critical Approach.
PUB DATE- Nov 84
NOTE- 42p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

Boyer, Ernest L.
The Educated Heart: The Social and Moral Imperatives of Education.
PUB DATE- 1 Mar 84
NOTE- 24p.; Paper presented at the Annual Conference of the National Association of Independent Schools (New York, NY, March 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Objectives; Core Curriculum; Educational Environment; *Educational Objectives; Elementary Secondary Education; Hidden Curriculum; Humanistic Education; *Moral Development; Religion; School Organization; *Social Development; Socialization; Teacher Education; *Values; Values Education
IDENTIFIERS- School Prayer

Communicating values is at the heart of education. Intertwined with the processes and procedures of schooling, a host of values are taught every day. Education, therefore, carries with it a social and moral imperative. If we are to help students avoid moral bankruptcy, we cannot have a value-neutral education. A basic feature of the social and moral imperative of education is to help students see the connectedness of all things--social, personal, religious--to the past, to the natural world, to each other, and to the eternal. Students learn about connections through a curriculum that focuses on a core of common learning and includes our shared use of symbols (language), our sense of history (a common heritage incorporating both Western and non-Western studies), our relationship with nature, and our shared activities of work, leisure, and religion. Through a core of common learning, through the way we organize the school, by the climate we create, by the care with which we educate our teachers, and by the example they set, we convey social and moral imperatives to students. (Author)

ED 251 387 SO 016 085

Balasco, Alfred P.; And Others
Voter Education Manual for Secondary Schools and a Teacher's Guide to Student Handouts in the Voter Education Manual.
Rhode Island Dept. of State, Providence.
PUB DATE- 84
NOTE- 116p.; Some photographs and illustrations may not reproduce clearly.

Toward A Feminist Transformation of the Academy: II. Proceedings of the Annual GLCA Women's Studies Conference (6th, November 7-9, 1980).

Great Lakes Colleges Association, Ann Arbor, MI. Women's Studies Program.

PUB DATE- 82
NOTE- 92p.; For proceedings of other conferences, see SO 016 113-117.
AVAILABLE FROM- GLCA Women's Studies Program, 220 Collingwood, Suite 240, Ann Arbor, MI 48103 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; Educational Research; Employed Women; *Feminism; Higher Education; Integrated Curriculum; Poetry; Resource Materials; Role Conflict; Scholarship; Sex Bias; Sex Fairness; Sex Stereotypes; *Womens Studies
IDENTIFIERS- Clifton (Lucille); Rich (Adrienne); Women Administrators; Womens Literature

The keynote address, ten selected papers, and two panel discussions are included in these conference proceedings. Questions are presented by members of an opening panel (Brenda Bankart, Louise Bernikow, Deborah Hilty, and Doris Friedensohn) based on the personal experiences and work of individual panelists. The keynote address, "Toward a Feminist Transformation of the Academy: The Search for Wholeness, Again" (Elaine Reuben), precedes 10 selected papers. The first paper is entitled "Lucille Clifton: Black Feminist Poet" (Valerie Lee). The second paper, "'Phantasia for Elvira Shatayev' as Revolutionary Feminist Poem" (Marianne Whelchel), defines qualities in the poem by Adrienne Rich that make it not only a political poem but also a revolutionary feminist poem. The next two papers, "Role Conflict for Women in Positions of Authority" (Elaine Martin) and "Women and Work: The Managerial Impasse" (Robin L. Bartlett and Charles Poulton-Callahan) deal with barriers facing women at the managerial level. Other papers include "The Call for Feminist Theory: Will We Recognize the Answer?" (Joan Straumanis), "Questions and Reflections on Science for Women" (Joan Cadden), "Subject Access to Works on Women" (Margaret L. Rogal), "Government Publications for Women's Studies Research: An Introduction" (Eileen McGrath), "Archives and Women's History Research" (Marlene Merrill), and "Three Decades of Reminiscences About Women in the Academy" (Thalia Gouma-Peterson). A final presentation from the closing panel, "The Women's Studies Connection--Where Are We in a Wider Context?" (Eva Hooker) and a schedule of conference events conclude the document. (LH)

researchers. According to the authors, the lists of educational aims produced by policy-makers as well as those constructed by researchers evidently do not render any purposive whole. The role of stated aims, especially the behavioral ones, has been exaggerated and selection of teaching methods have not been considered by either policy-makers or investigators. The fact that stated aims have no significant impact on the teacher's planning activity has, when operating with lists of stated aims, been given almost no consideration. The differences in the teachers' general basic views and pedagogical outlooks have been given minor consideration. A prerequisite for arranging more purposive instruction is that the teacher is able and has the right to modify the stated aims, and also to set individual aims on the basis of personal beliefs and convictions. Corresponding arrangements regarding both teacher education and school administration are needed. (Author/JD)

ED 251 415 SP 025 410

Ehle, Maryann J.
Preparing Teachers for Multicultural Classroom Environments: The Roles of Literature and the Posacculturation Processes.
PUB DATE- 83
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Acculturation; *Attitude Change; Behavior Change; *Cultural Awareness; Cultural Images; Elementary Secondary Education; *Literature; *Multicultural Education; Reading Material Selection; *Self Concept; Stereotypes; *Values Clarification

Books have acculturated and perpetuated group social, political, and economic beliefs as well as individual emotions, attitudes, values, and behaviors. Educators must be wary of literature which perpetuates misconceptions, negative impressions, and insensibilities. A review of books which depict members of cultural groups as strong, positive, and heroic, and with respect, integrity, and compassion for their human experience, illustrates the strong potential they offer for enhancing readers' self concept and understanding of fellow humans with different cultural backgrounds. A model and program of positive acculturation through literature, called posacculturation, emerged from a synthesis of research and readings of creative works. The posaccultural process

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; Classroom Environment; *Classroom Research; *Educational Innovation; Elementary Secondary Education; Program Implementation; *Research Design; Research Methodology; Research Needs; *Research Utilization; Teacher Attitudes
IDENTIFIERS- *Levels of Use of the Innovation

Researchers are becoming increasingly aware of context variables in interpreting research findings. The Procedures for Adopting Educational Innovations (PAEI) Project at the Texas Research and Development Center for Teacher Education has been attempting to identify and conceptualize important research-based and clinical-based context variables. An implication of this research is that researchers must ask a series of specific questions about the state of an innovation (treatment), rather than implicitly assuming what the influence of contextual variables are on the independent and dependent variables in their research designs. The Concerns-Based Adoption Model (CBAM), specifically the "Levels of Use" concept, aids in determining how an innovation is actually being used and how the innovation itself changes during implementation. The mutations of the innovation have been labeled "configurations." The implication for teacher effects researchers is that both Levels of Use and configurations may vary for any given teacher, and both can be assessed as one way of describing the context. (Author/JD)

ED 251 430 SP 025 439

Martin, Jeanne
Differences in Teacher-Student Interactions for Students Differing in Ability and Behavior. R & D Report No. 4094.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 82
NOTE- 27p.
CONTRACT- OB-NIE-G-80-0116-P2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Ability; Classroom Communication; English

teacher or non-teacher placement. Demographic information concerning number of births, population, and enrollment is included. (DG)

ED 251 444 SP 025 501

Hall, Gene E.; And Others
Beginning Teacher Induction: Five Dilemmas. The Proceedings from a Public Forum. Research on the Improvement Process in Schools and Colleges. R&D Report No. 3153.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 21 Mar 82
NOTE- 93p.; Invited Symposium at the Annual Meeting of the American Educational Research Association (New York, NY, March 21, 1982).
AVAILABLE FROM- Communication Services, Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Foreign Countries; Helping Relationship; Inservice Teacher Education; *Orientation Materials; *Research Needs; Teacher Certification; Teacher Motivation; *Teacher Orientation; Teacher Recruitment; *Teacher Supervision

A forum, convened to consider the subject of beginning teacher induction, focused on questions about: (1) the importance of the induction phase; (2) whose domain induction is; (3) what happens to the teacher in this phase; (4) training that is most needed in this phase; (5) how induction is related to licensure; and (6) whether induction is unique to the United States. An introduction to the proceedings (Gene E. Hall) is followed by the following presentations: (1) "Induction--An Overview" (Gary A. Griffin); (2) "Why Bother with Induction?" (Kevin Ryan); (3) "Why Bother with Teacher Induction?" (Kenneth M. Zeichner); (4) "What Happens to the Teacher during Induction?" (J. T. Sandefur and Ann Lieberman); (5) "What Should Happen to the Teacher during Induction?" (Karen Kepler Zumwalt); (6) "Sameness Drives Me Up a Wall" (Elizabeth Dillon-Peterson); (7) "Teacher Induction--Who Is Responsible?" (Richard C. Wallace, Jr.); (8) "Summary of Analyses for Lack of

matter experts. The most relevant suggestion for teacher training and teacher evaluation is that trainers and evaluators focus on low-inference teacher behaviors that can be critiqued objectively. Clusters of such behaviors may provide a key for developing useful theories of instruction. (Author/JD)

ED 251 458 SP 025 549

Bowman, Harry L.

Kindergarten, Mathematics, and Science Teachers: Comparisons on Selected Variables for Current and Resigned Personnel from an Urban School District.

PUB DATE- Nov 84

NOTE- 47p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Career Change; Elementary Secondary Education; Faculty Mobility; *Job Satisfaction; *Mathematics Teachers; *Preschool Teachers; *Science Teachers; *Teacher Attitudes; Teacher Characteristics; Teacher Persistence; Teaching (Occupation)

Recruitment and retention of qualified teachers in three critical instructional areas--science (n=50), mathematics (n=50), and kindergarten (n=50)--were investigated. The study sought to assess and compare selected variables bearing upon teachers who decide to continue teaching in these areas and those who choose to resign (n=41). A survey focused on: (1) background information about the respondent; (2) teaching position in the school district; (3) interest and satisfaction in teaching assigned subject; (4) factors related to teaching; (5) factors potentially related to resignation from teaching position; and (6) attitudes toward teaching as a career. A section on future career plans was included for current teachers and a section on reasons for resignation was added for resigned teachers. Findings are given in narrative form with accompanying tabular presentations. Conclusions are presented through listings of comparisons of the similarities and differences between the two groups as they relate to the selected variables. (JD)

Achievement Tests

Those profiles present summary information and test results for the South Bay Union School District and the Imperial Beach School. They contain demographic data on enrollment, percent limited English proficient (LEP) students, predominant second language, ethnic counts, and school buildings. Program names and staff numbers are listed. Tables contain Stanford Achievement Test (SAT) grade equivalent posttest scores (grades K-6) and SAT grade equivalent gain scores (grades 2-6) for 1981 through 1983. 1982-83 consolidated Application Program data results are summarized. The areas of relative strengths and relative weaknesses in reading, written language and mathematics on the California Assessment Program Skills for grade 3 are listed along with attitude survey results. Skills with the highest and lowest percent mastery on the fall 1982 Curriculum Assessment Planning Program (CAPP) skills for grade 6 are listed along with the percent of students passing 80 percent of CAPP Skills. 1982 California Assessment Program results for grades 3 and 6 are also given. (BS)

ED 251 474 TM 840 515

Evaluation of Operation Turnaround.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- Oct 83

NOTE- 101p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Achievement Gains; Attendance Patterns; *Educational Facilities Improvement; Elementary Education; Faculty Mobility; Parent Participation; *Program Effectiveness; Program Evaluation; *Student Attitudes; *Teacher Attitudes; Test Results

IDENTIFIERS- *Dade County Public Schools FL; Florida State Student Assessment Test; *Operation Turnaround; Stanford Achievement Tests

In April of 1980, the following goals were adopted for Operation Turnaround: (1) to raise significantly the achievement levels of students; (2) to develop positive staff perceptions with respect to the children they teach and the children's potential for growth; (3) to build at each school a cohesive, committed, and competent staff which would operate as a team; (4) to significantly increase parent involvement and to develop an improved sense of community

ED 251 487 TM 840 763

Bennett, Randy Elliot; And Others
The Test Performance of Handicapped People. Studies of Admissions Testing and Handicapped People, Report No. 2.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.; Tennessee Univ., Knoxville. Dept. of Distributive Education.
REPORT NO.- ETS-RR-84-32
PUB DATE- Aug 84
NOTE- 54p.; For Report No. 1, see TM 840 757.
AVAILABLE FROM- Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Entrance Examinations; *Disabilities; Hearing Impairments; Higher Education; Learning Disabilities; Physical Disabilities; *Test Reliability; *Test Results; *Test Validity; Visual Impairments
IDENTIFIERS- *Act Assessment; *Scholastic Aptitude Test

The purpose of this paper is to document existing research on the test performance of handicapped people with respect to admissions and other similar tests. In addition, the psychometric characteristics of these tests when used with handicapped people are reported. Though much more data needs to be collected, several observations are made. Handicapped students as a general group perform appreciably lower than national norms on the Scholastic Aptitude Test (SAT) and ACT Assessment. Of the four specific disability groups discussed, the admissions test performance of physically handicapped and of visually impaired examinees is most similar to the nondisabled population. The performance of learning disabled individuals ranks third among the specific disability groups, and is appreciably lower than national norms. Hearing impaired students perform the least well of all disabled groups on admissions tests. The limited data on the reliability of cognitive tests for handicapped examinees show no trustworthy differences in measurement precision between disabled and nondisabled populations. The results of the small number of validity investigations that have been conducted also show no dependable differences across popuulations. Data on the ACT Assessment and the SAT generally support the validity of these measures as equivalent predictors of college performance. (Author/BW)

IDENTIFIERS- *Southwest Regional Laboratory

This paper, as an illustration of the procedures involved in a cooperative effort, describes a project in which the Southwest Regional Laboratory (SWRL) designed and developed a minimum standards test in collaboration with a large urban school district in California. The activity described focuses on the writing sample included in the test. The original prompt asked students to write something that they remembered about their impressions on their first day at school. A review revealed that the prompt could pose problems for students who did not remember their first day at school, and that students would likely interpret the purpose of the task differently. SWRL suggested that a new prompt be devised and be tried with a sample of district students. The district selected the sample and the raters. SWRL developed the assessment and scoring materials. The new prompt asked students to write a letter to the fictitious manager of a nearby restaurant, to convince the manager to hire them for a specific job. Several scoring methods were evaluated; SWRL advised the district to use its usual holistic scoring techniques. The feasibility inquiry suggested that the writing sample, as revised, was an appropriate task for the students. The appendix deals with scoring procedures. (BW)

ED 251 502 TM 840 799

Mattson, Ann; And Others

How a Standardized Achievement Test Adapts to the Times: A Topical Comparison of Mathematics and Reading Tests on the 1973 and 1981 Forms of the Comprehensive Tests of Basic Skills.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

REPORT NO.- SWRL-TN-1-84/11

PUB DATE- 15 Jun 84

NOTE- 47p.; Small print in Appendix B.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Achievement Tests; Comparative Analysis; Elementary Education; Instructional Program Divisions; *Mathematics Skills; *Quantitative Tests; *Reading Skills; *Reading Tests

IDENTIFIERS- Comprehensive Tests of Basic Skills; *Test Revision

This document contains a detailed listing of topics covered in the mathematics and reading portions of the 1973 Form S and the 1981 Form U of the Comprehensive Tests of Basic Skills (CTBS). Chages in

NOTE- 46p.; Also available as part of TM 850 021.
GRANT- NIE-G-84-0112-P2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Role; Decision Making; Evaluation Methods; *Evaluation Utilization; Evaluators; Experimenter Characteristics; Institutional Characteristics; Predictor Variables; Program Administration; *Program Evaluation
IDENTIFIERS- Evaluation Reports

Evaluation can serve a variety of educational management questions, but an administrator's ability to use evaluation as a management tool depends not only upon his or her own perception of evaluation but also on the perceptions of other potential evaluation users in the system. Research has uncovered a variety of factors influencing an evaluation's use potential. These factors reflect human considerations, such as people's attitudes toward and expectations for the evaluation; context considerations, such as an evaluation's requirements within a particular setting; and evaluation considerations, such as procedures used and means of communicating information. The research demonstrates that an evaluation's use potential, and therefore its application as a management tool, can be greatly enhanced if someone takes responsibility for organizing the evaluation to meet specified needs, for particular users, in light of the factors operating in the given setting. The research also suggests that a program-level administrator is in the most strategic position to assume this responsibility. When a program evaluation is being considered, therefore, the administrator needs to decide on its various audiences, determine their questions and information needs, and anticipate the uses they are likely to make of the information. (BW)

ED 251 516 TM 850 023

Alkin, Marvin C.; And Others
Factors Common to High-Utilization Evaluations. Evaluation Productivity Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-240
PUB DATE- Nov 84

Cincinnati, Clevelamd, and Toledo. Eight areas, defined by staff as critical to the improvement of urban schools, are discussed: (1) policymaking and decentralized decisionmaking practices in an urban school system (theory and practice); (2) planning, development, and evaluation; (3) curriculum and instruction; (4) learning environment; (5) noninstructional services for students; (6) personnel and staff development; (7) community and public relations; and (8) business and finance. (GC)

ED 251 531   UD 023 877

Youth Unemployment in New York City: The Cost of Doing Nothing.
Interface, Inc., New York, N.Y.
PUB DATE- Jun 83
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Costs; Employment Statistics; Government Role; Taxes; *Unemployment; *Urban Areas; Urban Problems; *Young Adults; *Youth Employment
IDENTIFIERS- *New York (New York)

This paper reports on a study of the costs of youth unemployment in New York City. The dollar cost is measured in two ways: first, by calculating the cost of direct benefits paid by the city to unemployed 16 to 21 year olds; and second, by projecting the tax revenues and productivity that these young people would add to the city economy if they were employed. Statistics are given which show that the effective youth unemployment rate in New York City in 1982 was 40 percent. For every one thousand 20 year olds put to work, it is asserted, the city would regain $163,702 in income and sales tax and sales tax revenues. This figure, added to the direct cost of public assistance, would increase the city's income by about $1.22 million, or more than $1,200 per youth. Furthermore, a reduction of the unemployment rate to 21.9 percent for 16 to 19 year olds and 9.5 percent for 20 to 21 year olds would add almost $10 million to the city's coffers and contribute over $300 million a year to the city's economy. Twelve statistical tables are included in the report. An appendix contains a chart contrasting local unemployment rates with national unemployment rates, by race and sex. (KH)

Schools; Poverty Programs; Preschool Education; *Program Development; Program Evaluation; Rural to Urban Migration; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Servol; *Trinidad and Tobago

This publication summarizes the evolution of the basic ideas and philosophies of a community development organization called Servol in Trinidad and recounts how over nine years these ideas coalesced into a unified approach. The document describes how the earliest projects--a welding institute, a clinic, a nursery school, and recreational facilities--were supplemented by masonry and electrical training, and how skills training for girls was introduced as Servol shifted from a "street dialogue" approach to a greater emphasis on skills training and on-the-job training. The document also describes the emergence of the "life center" idea (so-called because Servol was interested in people's entire lives, not just parts of them), and Servol's family farm project. And finally, the document assesses the value of Servol against the backdrop of the problem of rural-urban drift in the Third World and discusses what kind of people make the best life center workers. Appendices contain details of future plans and a structure and personnel organization chart. (RDN)

ED 251 546 UD 023 929

Slobig, Frank J.; George, Calvin H.
A Policy Blueprint for Community Service and Youth Employment.
Eleanor Roosevelt Inst., Hyde Park, N.Y.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Field Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Sep 84
NOTE- 33p.; Prepared by The Roosevelt Centennial Youth Project. Also sponsored by the Kenworthy-Swift Foundation and the Public Welfare Foundation.
AVAILABLE FROM- The Roosevelt Centennial Youth Project, 810 18th Street, N.W., Suite 705, Washington, DC 20006 ($2.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)
DESCRIPTORS- Career Education; Community Development; *Community Services; Disadvantaged Youth; *Dropouts; Education Work Relationship; *Employment Programs; Government Role; High Schools; *High School Students; Models; Public Policy; School Business

COSMOS Corp., Washington, DC.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 68p.
GRANT- 400-83-0060
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Quality; Evaluation Methods; *High Schools; Organizational Effectiveness; Organizational Theories; Participative Decision Making; Research Methodology; Research Problems; *School Administration; School Based Management; School Districts; *School Effectiveness; School Organization; School Responsibility; *Urban Schools

This report presents the preliminary findings of the District/Secondary School Study. The study had two purposes: (1) to identify ways of managing urban high schools to produce excellence, and (2) to recommend policy-relevant guidance to existing school and district administrators. The study design focused on the testing of two specific theories for managing schools: school effectiveness theory and organizational excellence theory. On the basis of preliminary results, the report tentatively concludes that schools are more amenable to management initiatives than originally thought. In addition, there are indications that the sources of managerial initiative are much more diverse and complex than the single organization implicit in the school effectiveness or managerial excellence theories, both of which tend to treat the school as the sole source of managerial control over itself. In contrast, a degree of collaboration has been found which suggests a pattern in which schools and districts "co-manage" the school in specific ways that produce desirable outcomes. (RDN)

ED 251 561 UD 023 951

Britton, Gwyneth; Lumpkin, Margaret
Basal Readers: Paltry Progress Pervades.
Council on Interracial Books for Children, Inc., New York, N.Y.
PUB DATE- 83
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basal Reading; *Career Awareness; Content Analysis;

LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assertiveness; *Behavior Change; *Change Strategies; Classroom Techniques; *Educational Change; Elementary Education; *Elementary School Teachers; Equal Education; Learning Activities; Resource Materials; *Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; Teacher Workshops; Teaching Guides

This guide provides procedures and supporting materials for a sex equity workshop aimed at elementary school teachers. The workshop is intended to expand awareness of sexism and to increase sex-affirmative behavior in the educational environment. The guide describes content, process, and sequential learning experiences for seven sessions, plus an optional eighth session. Sessions 1 and 2 are organized to increase awareness of sexism and to provide a common vocabulary. Sessions 3 and 4 focus on the results of sex discrimination and some remedies for education. Sessions 5, 6 and 7 investigate the role of the teacher and focus on practical classroom strategies and planning for change. Included in Session 7 is an assessment of the total workshop experience. Optional Session 8, on assertiveness training, is intended to help in the development of effective change agents. In addition to session-by-session procedures and supporting materials, this guide includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

ED 251 576 UD 023 969

Expanding Options. Facilitator's Guide--Student Leader Workshop.
Center for Studies of the Person, San Diego, CA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 258p.; For related documents, see UD 023 961-968.
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($12.75 including Coordinator's Guide; Entire set of 8 guides $109.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Responses; Shift Studies; *Training
IDENTIFIERS- *Directed Response Training

A study was undertaken to investigate the effects of directed response training to focus attention and to assess the impact of pictorial integrated stimuli on incidental learning. A total of 140 second- and fifth-grade children were administered a two-choice discrimination learning task consisting of three parts: original learning, overtraining, and a nonreversal shift task. The original learning task was the same for all participants. During overtraining trials, children either made a response that the experimenter said to make (response training) or responded without help. A second task was administered in which, for some children, "real-life" pictorial integrated stimuli replaced geometric forms. Other children saw the same stimuli as in original learning. Results indicated that response trained second graders learned the shift task more rapidly than did untrained second graders. The poorest shift task performance was made by response-trained fifth graders. In addition, learning was more rapid when pictorial stimuli were used on the shift task. These findings supported the conclusion that younger children selectively attend when an attentional strategy is available and generalize that attention to pictorial integrated or more realistic stimuli. Poor learning by response-trained fifth graders raised questions as to the appropriateness of the response training strategy for older children's learning. (Author/RH)

ED 251 248 PS 014 811

Eisenstadt, Jeanne Watson; Powell, Douglas R.
Parent Characteristics and the Utilization of a Parent-Child Program.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Aug 84
NOTE- 48p.; Portions of this paper were presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Citizen Participation; *Community Programs; Conceptual Tempo; *Family Characteristics; *Individual Characteristics; *Low Income Groups; *Mothers; Neighborhoods; Networks; Parent Education; *Parent Participation; Predictor

Shared Programs between Adjacent School Districts in Bordering States: A Planning Manual.

Wisconsin Univ., Green Bay. School Services Bureau.

SPONS. AGENCY- Marquette-Alger Intermediate School District, Marquette, Mich.; Michigan State Dept. of Education, Lansing.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 83
NOTE- 115p.
AVAILABLE FROM- School Services Bureau, University of Wisconsin, LLC Plaza, Green Bay, WI 54301 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Support; Compliance (Legal); Cooperative Programs; Cost Effectiveness; Curriculum Evaluation; *Decision Making; Declining Enrollment; Elementary Secondary Education; Facility Case Studies; *Interstate Programs; National Surveys; *School Districts; School Holding Power; School Support; *Self Evaluation (Groups); *Shared Services; *Small Schools; Staff Utilization; Student Characteristics; Worksheets
IDENTIFIERS- *Inventory of Assets; Michigan; Wisconsin

Specifically organized for the use of school districts that are located adjacent to each other but across state lines, this manual provides guidelines and procedures for determining the feasibility of sharing services across those state boundaries. The activities specified in the manual utilize school district information that is readily attainable, consider the limitations of district personnel and available time, use internal rather than external expertise, and suggest study approaches that can be on-going rather than "one-shot." Following a review of the "neighbor-sharing concept," the manual introduces the five basic school district factors which require consideration and analysis when examining the possibility of cooperative programming: curriculum, student population, facilities, staffing, and finance. Each factor is discussed and examples illustrate how relevant data can be collected and presented for easy review not only to school personnel but to other publics as well. Appendix A is a 7-page list of across-border programs, including some of many years' duration. Other appendixes provide examples of the inventories and work sheets necessary for initial analysis in the decision-making process; the procedures were developed and tested in a year-long study conducted in 1982 in Wisconsin and Michigan. (BRR)

ED 251 275 RC 015 070

Sanders, James R.
A Strategy for Evaluation in the Small Rural Elementary School.
Western Michigan Univ., Kalamazoo. Evaluation Center.
PUB DATE- Nov 83
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; Committees; Communications; *Elementary Schools; Elementary Secondary Education; *Evaluation Methods; *Evaluation Needs; *Evaluation Utilization; Long Range Planning; Rural Schools; Scheduling; *School District Size; *Small Schools; Teacher Participation
IDENTIFIERS- *Goal Setting

Following inquiry into small elementary school evaluation processes, a system of evaluation was developed which proposes to standardize and make more efficient already existing forms of evaluation, improve communication among school staff on matters of education and evaluation, and insure that all critical matters of schooling are openly reviewed on a continuing basis. A discussion on the status of continuing and systematic evaluation by small school districts (there is very little such evaluation) is followed by a list of reasons why evaluation doesn't take place. Six reasons are cited for the need to incorporate systematic evaluation efforts into educational routine. Eight areas in which partial evaluation usually takes place are identified and discussed in relation to a systematic process. The eight elements to be included in a continuing system of evaluation in a small school district include: the teachers; a communications system; the principal; outside reviews; established goals, tasks, and agenda; a continuous but manageable evaluation pattern; equitable task distribution; and setting a 5-year plan which allows continuity in spite of staff turnover. Six steps are suggested for incorporating these elements. Twenty-four references, an appendix on how evaluation committees might work, and a flow chart conclude the document. (BRR)

ED 251 276 RC 015 072

Silver, Sandra

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alternative Energy Sources; Coal; Costs; Developing Nations; *Electricity; Energy; Energy Conservation; Environmental Influences; Foreign Countries; Futures (of Society); Heat; Nuclear Power Plants; *Power Technology; *Utilities; World Problems
IDENTIFIERS- *Cogeneration (Energy)

Electricity, which has largely supplanted oil as the most controversial energy issue of the 1980s, is at the center of some of the world's bitterest economic and environmental controversies. Soaring costs, high interest rates, and environmental damage caused by large power plants have wreaked havoc on the once booming electricity industry. Although policymakers around the world disagree vigorously about future trends and appropriate policies, virtually all acknowledge that a turning point has been reached. This document discusses: (1) past practices and trends leading to problems related to electric power generation and the electrical industry in the United States and foreign countries (including developing nations); (2) innovations and advances in the electrical industry related to the growth of electricity; (3) the rush to small-scale energy production and cogeneration (the combined production of heat and power), led not by utilities but by large industrial companies building their own power systems and small firms created to tap new energy sources such as wind power and geothermal energy; (4) the role of energy efficient products and practices as a power source; and (5) electricity's future. (JN)

ED 251 289 SE 045 225

Ridley, Jack B.
Completing the Circuit: A Century of Electrical Education at MSM/UMR.
Missouri Univ., Rolla.
PUB DATE- 84
NOTE- 325p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- College Curriculum; *College Faculty; Department Heads; *Departments; *Educational History; Educational Trends; Engineering; *Engineering Education; Higher Education; *Program Development; Student Organizations
IDENTIFIERS- *Electrical Engineering; Engineering Curriculum; *University of Missouri Rolla

This book records highlights of the development of electrical

Arcavi, A.; Bruckheimer, M.
The Irrational Numbers. A Source-Work Collection for In-Service and Pre-Service Teacher Courses.
Weizmann Inst. of Science, Rehovot (Israel).
PUB DATE- Oct 84
NOTE- 103p.; For a related document, see SE 045 253.
AVAILABLE FROM- Weizmann Institute, Department of Science Teaching, 71600 Rehovot, Israel. Single copies for academic use are free; others $6.00/set.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *History; Inservice Teacher Education; *Instructional Materials; Junior High Schools; *Mathematics Education; *Mathematics Instruction; Number Concepts; Preservice Teacher Education; Resource Materials; *Teacher Education; Teaching Methods; Worksheets; Workshops
IDENTIFIERS- *Irrational Numbers; Israel

These materials on irrational numbers are designed for use in workshops for pre- and in-service teacher training, especially for teachers in junior high schools. The general aims are: to improve teachers' mathematical knowledge of topics, to enrich teachers' mathematical background, to allow opportunity to discuss relevant didactics, and to create a reasonable image of mathematics and mathematical activity as a human endeavor. The worksheets (in booklet form) generally have a brief biographical-chronological introduction to set the historical scene, an historical source, and leading questions on the source materials and on mathematical and didactical consequences thereof. Each worksheet is accompanied by answer sheets (also in booklet form), containing solutions and further sources and information. Six worksheets are contained in the set: the Pythagoreans, Euclid and the Elements, irrationals in the 16th and 17th centuries, Rafael Bombelli, Nicholas Saunderson, and Dedekind and the definition of the irrationals. Comments on how to use the worksheets are briefly presented. (MNS)

ED 251 303 SE 045 253

Arcavi, A.; Bruckheimer, M.
The Negative Numbers. A Source-Work Collection for In-Service and

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
PUB DATE- 79
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Elementary School Science; Elementary Secondary Education; Environmental Education; Interdisciplinary Approach; *Science Activities; Science Education; *Science Instruction; *Secondary School Science; Social Problems; *Technological Advancement; *Technology
IDENTIFIERS- Pennsylvania

One of the goals of quality education in Pennsylvania is to help every student acquire knowledge, understanding, and appreciation of science and technology. This publication, which focuses on the technology component of this goal, is an initial effort by a team of scientists and science educators to define technology as it should be presented in an educational program and to devise classroom activities which will help the teacher to adequately present an overview of technology and its implications for society. It includes: (1) a list of 18 suggested student competencies related to knowledge and appreciation of technology; (2) a list of suggested topics and activities for each of the 18 competencies; and (3) comments by James A. Michener on "The Anti-Science Epidemic." Included in an appendix are additional activities for these topics: technology; possible effects of future technologies (cyrogenics, cloning, and the matter-antimatter reactor as an inexhaustible energy supply); technology and morality; recombinant DNA and interferon; rockets; printing; aluminum; explosives and society; recombinant DNA; and the assembly line. Also included is a list of additional topics for study and sources of free and inexpensive materials on technology. (JN)

ED 251 317 SE 045 271

Clark, Lenwood G., Ed.; And Others
The Long Duration Exposure Facility (LDEF). Mission 1 Experiments.
National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.
REPORT NO.- NASA-SP-473
PUB DATE- 84

access to resource collections, and help in locating exemplary programs. The first of nine sections, a user's guide, suggests steps in strengthening the international dimension of school programs. Section II lists major educational organizations that specialize in world area or world culture studies, world affairs education, international exchange, and foreign policy. Sections III and IV list professional and international organizations while sections V-VII list student and teacher exchange programs, national resource centers for area and international studies, and world affairs councils. Organizations with special interests are listed in section VIII and examples of organizations that focus on peace, conflict studies, and nuclear issues are given. Additional sources are cited in section IX, and appendices provide instruments for assessing programs; an exercise in selecting and ranking goals and objectives; an article on inventorying the home, school, and community; and sample evaluation questions. (LH)

ED 251 331 SO 015 877

Haarhuis, J. Mistrate; And Others
Development Education. A Brief Description of the Project and an Interim Definition of Development Education.
Stichting voor de Leerplanontwikkeling, Enschede (Netherlands).
REPORT NO.- AN-5-456-36-27
PUB DATE- 84
NOTE- 41p.
AVAILABLE FROM- Stichting voor de Leerplanontwikkeling. Postbox 2041, 7500 CA Enschede, Netherlands (5,60 francs).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Core Curriculum; Course Content; Curriculum Development; *Developing Nations; *Economic Development; Educational Needs; Educational Objectives; Educational Practices; Foreign Countries; Futures (of Society); Material Development; Models; Program Descriptions; Secondary Education; *Social Development
IDENTIFIERS- *Development Education; *Netherlands

In this five-part essay, a project concerning development education at the secondary school level in the Netherlands is discussed. The project, entitled Educational Project Development Cooperation (EPOS), will work closely with schools and develop teaching-learning packages and model core curricula to teach

already exists. It is the creative investigator who can discover pattern, who can draw into greater unity that which had been widespread. What is needed is a course in creativity training for Ph.D. candidates in the behavioral sciences. In such a course, neophyte researchers would learn to establish greater contact with their right hemisphere capacities in order to acquire lateral as well as vertical thinking skills. A combination of lateral and vertical thinking styles can create complementary perspectives and in the process a new dimension can be conceived. (RM)

ED 251 346 SO 016 009

Barth, James L.
Social Studies Teacher Education as Leadership Training.
PUB DATE- Nov 84
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Change Strategies; Definitions; *Educational Change; *Educational History; Educational Objectives; Elementary School Teachers; Elementary Secondary Education; *Leadership Training; Secondary School Teachers; Social Change; *Social Studies; *Teacher Education; United States History

Social studies is a unique subject because it has the potential to bring about significant social change. Social studies educators can serve as change agents because they are in a position to design the nature of the social studies taught in the schools. A case study of the historical context through which social studies evolved in the United States illustrates this thesis. Over the past 70 years, U.S. social studies educators have evolved an American notion of social studies as distinct from the separate subjects of history and geography. That unique notion is based primarily upon the characteristics of the society that educators experienced in the early 1900's, summed up in the perception that the quality of urban life was condemning generations of American citizens to lives that were not consistent with the American dream. Educators believed that public schools should be places where future citizens would learn to improve the quality of their lives. Social studies educators identified four citizenship skills which are currently

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adolescents; Attitudes; Children; Conflict Resolution; Cooperation; Elementary Secondary Education; *Evaluation Criteria; Instructional Materials; Interpersonal Relationship; Learning Activities; Production Techniques; Programing (Broadcast); Religious Education; Religious Factors; Television; Television Commercials; *Television Viewing; Units of Study; Values

Designed to accompany all three levels of student books on television, this teacher's guide presents background material and suggestions for guiding the student lessons. An introduction describes the project. Ensuing pages outline teacher preparation for the unit, present suggestions for Catholic parish catechetical programs, and offer a guide for inservice teacher training. Tips on involving parents include a letter to parents and a list of things parents can do in conjunction with the in-school program. Guides to student lessons are included for each of the units in the student books. Objectives, scriptural references, and background readings are provided. When objectives or procedures vary for the different grade levels, this is noted in the teacher materials and alternative plans are offered. Tips for using the program in the elementary classroom are given; and catechetical text correlations for elementary, junior high school, and senior high school texts and a five-page resource manual are included. (LP)

ED 251 360 SO 016 049

Beaubien, Roger; And Others

The Media Mirror: A Study Guide on Christian Values and Television. Junior High.

National Catholic Educational Association, Washington, D.C.; United States Catholic Conference, Washington, D.C.

PUB DATE- 84

NOTE- 34p.; For teacher's guide and elementary and senior high study guides, see SO 016 047-050.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adolescents; Attitudes; Conflict Resolution; Cooperation; *Evaluation Criteria; Instructional Materials; Interpersonal Relationship; Junior High Schools; Learning Activities; Production Techniques; Programing (Broadcast);

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Course Descriptions; Critical Thinking; *Curriculum Design; Curriculum Development; Educational Change; Educational Innovation; Elementary Secondary Education; *Methods Courses; *Social Studies; Teaching Methods

In response to numerous criticisms of technocratic models of social studies curricula this paper describes a critical approach to curriculum design. Major areas of criticism related to knowledge, learning and evaluation, and teaching are explored as they relate to issues of curriculum planning and implementation and a critical approach to curriculum design is described that has been taught to pre-service teachers in social studies curriculum or methods courses during the last four years. A description of the course precedes a discussion about similarities and differences between technocratic methods and critical approaches during a five-step curriculum design process: (1) developing curriculum themes, (2) exploring resources, (3) developing learning activities, (4) evaluating pupils, and (5) evaluating the unit. For example, the critical approach to developing curriculum themes would involve the use of non-sequential integration (webbing) of knowledge organized around themes, whereas the technological approach would involve sequential, compartmentalized knowledge organized around,specific objectives. Finally, two problems in implementing such alternative approaches in the schools are explored--resistence to change and a low level of teacher interest in content and curriculum design. A bibliography of nearly 70 resources, a chart illustrating the webbing effect of an integrated unit of traditional Ashanti culture, and a chart summarizing differences between technocratic and critical approaches to curriculum design conclude the document. (LH)

ED 251 374 SO 016 064

Singer, Sandra M.
Classroom Demonstrations: Individual Differences.
PUB DATE- Aug 84
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). The Ishihara Test for Color Blindness is copyrighted and was not included with the document as received by ERIC.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

AVAILABLE FROM- Office of the Secretary of State, State House, Room 217, Providence, RI 02903 (1-5 copies free; additional copies for postage costs only).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; Civics; *Elections; Learning Activities; Secondary Education; *Voter Registration; *Voting
IDENTIFIERS- Rhode Island; *Voter Education

This classroom guide instructs secondary school students about the registration process, the voting process, and the importance of the American electoral system. The goal is to encourage students to participate in the electoral process. Although the guide focuses most heavily on the specifics of voter education in Rhode Island, it is also applicable to other states. The four units cover the following topics: the importance of voting, procedures for registering to vote, the use of the voting machine, and how to run for office. Each unit includes a glossary of pertinent terms, a variety of suggested activities, and points for discussion. The appendices provide several sections of supplementary readings for those teachers who wish to pursue a more complete coverage of selected political issues, including the role of the media, the two party system, voting patterns, and special interest groups. Eighteen student handouts corresponding to the first three units in the "Voter Education Manual" for secondary schools are provided in an appended volume. Topics are the importance of voting, the registration process, and the voting process. Activities include unscrambling letters to find the appropriate word to complete sentences, finding words embedded in a puzzle, question and answer sheets, copies of newspaper articles and advertisements about issues dealing with the electoral process, and an exercise asking students to evaluate media coverage. Answers to the exercise are provided in a separate section. (IS)

ED 251 388 SO 016 087

Young, Bruce
Tourism on Television.
PUB DATE- Oct 84
NOTE- 19p.; Paper presented at the Annual Meeting of the National

ED 251 401 SO 016 116

Reed, Beth, Ed.; And Others

Toward A Feminist Transformation of the Academy: III. Proceedings of the Annual GLCA Women's Studies Conference (7th, November 6-8, 1981).

Great Lakes Colleges Association, Ann Arbor, MI. Women's Studies Program.

PUB DATE- 82

NOTE- 82p.; For proceedings of other conferences, see SO 016 113-117.

AVAILABLE FROM- GLCA Women's Studies Program, 220 Collingwood, Suite 240, Ann Arbor, MI 48103 ($4.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Abortions; Annotated Bibliographies; Authors; Birth; Counseling; Court Litigation; Educational Change; Employed Women; Females; *Feminism; Fiction; Handicrafts; Legislation; Literature Reviews; Mental Disorders; Scholarship; Sex Bias; Sex Discrimination; Sex Fairness; Sex Stereotypes; Social Attitudes; *Womens Studies

IDENTIFIERS- Atwood (Margaret); Bronte (Charlotte); Chopin (Kate); Gilman (Charlotte Perkins); Lessing (Doris); Puerto Rico; Women in Literature

Ten selected papers and a panel discussion are included in these conference proceedings. The first paper is entitled "The Emergence of Women in Twentieth-Century Chilean History and Literature" (Caroline Richards). The second paper is "Attitudes Toward Gender in Two Cultures: Puerto Rico and the United States" (Margaret Berrio, Maria Fernandez, Debbie Hinkle, and Vicky Phillips). The third paper, "Still Crazy After All These Years: The Uses of Madness in Women's Fiction" (Gail Griffin), compares and contrasts the uses of female madness in five fictional works. The fourth paper, "Feminist Counseling" (Anna DiStefano), examines counseling from a feminist perspective. Other papers include "A Dialogue, Critical Issues in Women's Studies: Race, Class, and Sexual Orientation" (Eva Hooker and Anna DiStefano), "Women, Reproductive Freedom, and the Law: A Selected Annotated Bibliography" (Patricia A. Langley), "The Art of Quilting: Thoughts from a Contemporary Quilter" (Joyce Parr), "Two in One, One in Two: An Exploration of a Birth Experience and Images of the Sacred" (Ronald L. Massanari), "Can a Man Teach Women's Studies?" (Cyrus W. Banning), and "Analyzing Discrimination Against Women in the Labor Market--A Few Lessons from John Stuart Mill" (Robin Klay). A selection from the closing panel entitled "Women's Studies and the Re-Vision of Liberal Education: 'What is a Nice Girl/Boy Like You Doing Here?'" (Jane Dickie) and a schedule of conference events conclude the

is based upon the specific capacities of literature to acculturate positive values, attitudes, beliefs, and behaviors of Self, Others, and Pluralistic Peoples. It integrates the powers of literature to deepen experiences and create human connections to issues of the times and to all peoples and cultures. It views literature as a performing art capabable of enhancing communication and evoking humanistic interactions. (JD)

ED 251 416 SP 025 413

Lovelace, Terry; Martin, Charles E.

The Revised National Teacher Examinations as a Predictor of Teachers' Performance in Public School Classrooms. Final Report of Funded Project, FY '83-84.

University of Southwestern Louisiana, Lafayette.

PUB DATE- 30 Sep 84

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Academic Standards; Affective Measures; *Evaluation Methods; Grade Point Average; Higher Education; Performance Factors; *Predictive Validity; Research Needs; *Standardized Tests; Teacher Certification; Teacher Characteristics; *Teacher Effectiveness; *Test Validity

IDENTIFIERS- ACT Assessment; *National Teacher Examinations

This study examined how well the scores from the revised National Teacher Examinations (NTE), the American College Test (ACT), cumulative grade point average, personal characteristics, and certification level can predict actual classroom performance, as measured by three instruments from the Teacher Performance Assessment Instruments (TPAI). Information was collected during 675 hours of clinical observation, by 8 trained raters who observed 90 student teachers from 7 major state universities. A description is given of the rating instruments used, including items chosen from the TPAI (teaching plans and materials, classroom procedures, and interpersonal skills). Resulting data are presented in tabular format and a statistical analysis of the collected data is presented. Several findings important to the field of educational research and pertinent to teacher certification standards are discussed: (1) The revised NTE is a weak predictor of actual classroom performance of student teachers; (2) As measured by the

Instruction; *Expectation; Junior High Schools; Mathematics Instruction; *Student Behavior; Student Characteristics; *Teacher Attitudes; *Teacher Behavior; Teacher Student Relationship

Expectation research has frequently assumed that teachers respond differently to students, based upon their perceptions of student ability. Because general student behavior is correlated with ability, however, it is possible that teachers are responding to differences in behavior rather than ability. A study examined the relationship between teacher behavior to teacher perceptions of student ability, and the relationship of teacher behavior to teacher perceptions of student behavior. Data were obtained on teacher-student interactions in 105 seventh- and eighth-grade mathematics and English classes. Results indicated that both perceptions of ability and general student behavior affected teacher behavior. This suggests that both student characteristics should be considered when attempting to understand differences in teacher behavior. The study also demonstrates the importance of considering the context in which teacher-student interactions occur, since results in this study for English instruction were not the same as the results for mathematics classes. (Author/JD)

ED 251 431 SP 025 440

Emmer, Edmund T.

Management and Instruction Strategies for Heterogeneous Elementary School Classrooms. R&D Report No. 6009.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Aug 84

NOTE- 40p.; For a related document, see SP 025 441.

CONTRACT- OB-NIE-G-80-0116-P2

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Ability Grouping; Academic Ability; *Academic Achievement; Class Organization; Classroom Techniques; Elementary Education; *Grouping (Instructional Purposes); Individual Differences; *Individualized Instruction; Mathematics Instruction; Peer Teaching; Reading Instruction; *Teaching Methods; *Team Teaching

A variety of methods can be used for instructing classes having highly heterogeneous students, including individualization of

Recognition of the Importance of Induction in U.S. Teacher Education (Sam J. Yarger); (9) "Why Is There Not Greater Recognition of Induction in the United States?" (R. P. Tisher). Discussion that followed the presentations is also included, as well as discussant comments by Martin Haberman and Gene E. Hall. (JD)

ED 251 445 SP 025 511

Griffin, Gary A.; And Others
Knowledge, Training, and Classroom Management. R&D Rep. No. 6054.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
NOTE- 23p.
GRANT- OB-NIE-G-80-0116-P2
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; *Program Attitudes; *Program Effectiveness; Program Evaluation; Teacher Attitudes; Teacher Behavior; Teacher Workshops; *Training Methods
IDENTIFIERS- *Classroom Management Improvement Study

The Classroom Management Improvement Study (CMIS) was designed to investigate a complex staff development effort in order to provide a clear explication of the treatment in the event that either researchers or practitioners desired to replicate the intervention. The treatment was directed toward introducing effective classroom management procedures to teachers. It consisted of a workshop prior to the beginning of school, a manual of management prescriptions, and a reinforcement workshop 4 weeks after school began. Results show that, prior to the treatment, there was no statistically significant difference between treatment and control teachers' knowledge of classroom management as defined by the CMIS study. Afterwards, treatment teachers exhibited significantly more desired classroom management behaviors than did control teachers. The reinforcement workshop appeared to have little or no effect on treatment teachers' management behaviors other than maintenance. A group of control teachers received a mid-year treatment; results suggested that the mid-year treatment was not as effective as that given prior to the beginning of school. Speculations are made concerning the utility of the CMIS treatment for staff development

ED 251 459 SP 025 550

Cohen, David
A Study of the Academic Qualifications of Students Recommended for Basic Teaching Credentials.
California State Univ., Bakersfield.
PUB DATE- Mar 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Education Majors; *Grade Point Average; Higher Education; *Majors (Students); Preservice Teacher Education; Teacher Certification; *Teacher Qualifications
IDENTIFIERS- *California State University

A comparative study was made of teacher credential candidates who completed both an undergraduate degree and the teacher preparation program at the same California State University (CSU) campus. At each campus within the CSU system, a comparable group not seeking a teaching credential, but having the same or similar academic majors, was selected from a list of those receiving a baccalaureate degree. Comparisons were based on grade-point averages (GPA) in five categories: (1) cumulative GPA for the baccalaureate degree; (2) GPA in academic major; (3) GPA in courses earned at the campus awarding the baccalaureate; (4) GPA at the time the student began the professional education course; and (5) GPA in subjects identified as basic skills. In all five GPA comparisons, those recommended for teaching credentials varied less than a tenth of a grade point (on a four-point scale) from students in the noncredential group. However, both the in-system totals and the majority of individual campus totals indicated that credential candidates held a slight but statistically reliable advantage in GPA comparisons in all categories. (JD)

ED 251 460 SP 025 560

Health Promotion & Disease Prevention: An Assessment Guide for BHCDA Projects. Administrative Document.

pride; and (5) to instill in each child a love for learning and a belief in self-determination and achievement of goals. In order to accomplish these goals, staff changes were initiated, instructional materials were upgraded, physical plant repairs and improvements were begun, and a major inservice training program was provided in three of the Dade County Public Schools: Holmes Elementary, Little River Elementary, and Orchard Villa Elementary. The evaluation found no evidence, from the available data, that Operation Turnaround has had an impact on student performance on either the State Student Assessment Tests or the Stanford Achievement Tests. The teacher questionnaire variables did not show program-related differences. Data on school crime indicate a sharp decline in the total number of reported violent incidents for the last two years at Operation Turnaround schools in relation to previous years and in relation to the last two years at the comparison schools. (BW)

ED 251 475 TM 840 516

Lunstrum, John
An Evaluation of the Area Reading Centers: A Study Conducted through the DCPS/University System Collaborative Effort.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Jun 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College School Cooperation; *Cost Effectiveness; Elementary Education; *Program Effectiveness; Program Evaluation; *Reading Centers; Reading Diagnosis; Reading Instruction; Time Management
IDENTIFIERS- *Dade County Public Schools FL

This evaluation focuses on the efficiency and effectiveness of the four area reading centers of the Dade County Public Schools and their satellites. Data were collected during three days of visiting the centers. The principal conclusions of the study were: (1) the cost of the centers is high; (2) the number of students served is small; (3) the type of services offered at the centers does not differ appreciably, except in student-teacher ratios, from those available in the regular and compensatory programs; (4) the diagnostic techniques and instruments used in the centers are generally either out of date or of limited scope; (5) time spent

ED 251 488 TM 840 765

Reneau, Gail; Milazzo, Patricia
Using the Results of IAI DAta Base Analyses to Generate Educational Program Architecture.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-74
PUB DATE- 4 Jan 82
NCTE- 49p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Curriculum Design; *Curriculum Development; *Databases; *Educational Planning; Primary Education; Second Language Learning
IDENTIFIERS- *Instructional Accomplishment Information Systems

This report describes the technical means for generating and justifying an educational program design via empirically-based analysis of Instructional Accomplishment Information System data bases. The conventional approach to educational program planning is to pursue design implementation first, operational implementation next, and then to hope that architecture can be induced following these two steps. The orientation described here moves the architecture design from the end to the front of the sequence. The method is illustrated for the area of language learning. (BW)

ED 251 489 TM 840 767

Yagi, Kan
Indian Education Act Project in the Portland Public Schools. 1983-84 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Oct 84
NOTE- 26p.

the overall structure of the CTBS, new topics included in Form U and old topics not covered, and changes in the arrangement of topics across the different test levels are discussed. Form U has more levels than the older Form S; there is not a one-to-one correspondence between test levels in CTBS and grade levels in school. On the reading tests, the most prominent change is a fairly large increase in the number of skill areas and topics that are tested. On the mathematics tests, two patterns are evident: (1) there are more skill areas and more topics covered by the newer test; and (2) the skills are organized differently across the test levels. (Author/BW)

ED 251 503 TM 840 800

Follettie, Joseph F.
Task Analysis and Synthesis as Precursors of Productive Instruction.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-68
PUB DATE- 3 Dec 80
NOTE- 34p.
CONTRACT- NE-C-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Methods; Instructional Improvement; Models; *Skill Analysis; Tables (Data); *Task Analysis

Typical prevailing task analysis really is skill analysis whose product is a set of generic tasks considered to exhaust or sufficiently sample a skill domain. This approach yields tasks as the base entities of analysis; any understanding of interrelations of structures in the skill architecture in consequence must occur--if at all--above the level of the task. Taking table-using skill as the illustrative domain, this paper presents a view of task analysis and synthesis as dependent on workspace characteristics and grounding on base operations. An assumption anchoring the presentation is that the approach provides a better focus for instructional effectiveness-efficiency issues and solutions than does the more molar approach wherein tasks are the base entities of analysis. (Author)

NOTE- 37p.; Also available as part of TM 850 021.
GRANT- NIE-G-84-0112-P2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Decision Making; *Evaluation Utilization; *Evaluators; *Experimenter Characteristics; Leadership Qualities; Predictor Variables
IDENTIFIERS- Evaluation Reports

This paper reports on the factors that characterize high-utilization evaluations. It is based on materials submitted to an American Educational Research Association (AERA) Division H competition for outstanding examples of evaluation utilization. The paper is organized into three sections. The first section outlines the background of the study: the purposes and procedures of the Division H competition, and the conceptual framework used in analyzing the data. The second section describes the analytic methods used, summarizes the results of the analysis, and specifies the six factors that seem to distinguish evaluations whose results are used by decision-makers. These factors are: level of evaluator effort, evaluator's leadership behavior, user involvement, evaluation reporting, evaluator involvement in implementing recommendations, and user commitment to use. The final section profiles the evaluators themselves. The data are viewed and interpreted from a multidisciplinary perspective which draws upon theories from psychology, sociology, organizational behavior, management, and marketing. (BW)

ED 251 517 TM 850 024

Alkin, Marvin C.; Ruskus, Joan A.
Reflections on Evaluation Costs: Direct and Indirect. Evaluation Productivity Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- CSE-239
PUB DATE- Nov 84
NOTE- 30p.; Also available as part of TM 850 021.
GRANT- NIE-G-84-0112-P2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

ED 251 532 UD 023 890

Bailis, Lawrence Neil
Study of the Status of FY83 CETA Coordination and Program Activities. Final Report: Coordination Study.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- RR-84-05
PUB DATE- May 84
NOTE- 60p.; For a related document, see UD 023 891.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; *Coordination; *Employment Programs; *Federal Programs; Job Placement; *Job Training; *Program Effectiveness; Secondary Education; Transitional Programs; Vocational Education
IDENTIFIERS- *Comprehensive Employment and Training Act; Job Training Partnership Act 1982; Work Incentive Program

This report examines the status of coordination at State and local levels between the activities funded by the Service Delivery Areas and other employment and training programs on the one hand, and between these programs and private sector employers on the other. The status of coordination in Fiscal 1983, the last year of the Comprehensive Employment and Training Act (CETA), is analyzed in order to lay the groundwork for future assessments of the effectiveness of the new Federal Job Training Partnership Act (JTPA) in improving coordination. Specific mechanisms to promote coordination as well as factors hampering it are reviewed. The highest levels of coordination are found to have been with public education agencies and public employment. The most striking finding for future employment and training systems is said to be the low level of coordination encountered with the Work Incentive (WIN) program, which was also the program with the fewest coordination mechanisms. It is determined that coordination between CETA Prime Sponsors and other agencies was generally good, although the presence of coordinating structures was not always accompanied by mechanisms to promote the results of coordination. The report concludes by recommending that further attention be paid to factors that have promoted and impeded coordination between Prime Sponsors and the public Employment Service. (RDN)

Relationship; Work Experience Programs; *Young Adults; *Youth Employment

This document presents a proposal for a two-tiered community service and youth employment program. The first chapter presents youth employment data, describes the need for a work-education and community investment strategy, and discusses the proposal's underlying philosophical and economic ideas. Chapter II reviews four categories of successful work and service programs that provide examples for developing policy: (1) work experience and cooperative education; (2) remedial education and training; (3) pre-employment assistance; and (4) private sector placement activities. Chapter III presents a model of the two tiers of the proposed project, each of which would serve different goals: (1) the Community Service Corps would involve young adults who want to spend a year in transitional community service that tests their skills and encourages them to explore new interests; and (2) the Stay-in-School Program would offer training, support services and work opportunities to economically disadvantaged youths who are still in high school or have dropped out. Chapter IV briefly outlines the general principles upon which this model's delivery system options were based. The document ends with a short discussion of principles for a national community service and youth employment policy, and with a list of organizational and individual endorsements. (KH)

ED 251 547 UD 023 930

Families in Poverty: Changes in the "Safety Net." Subcommittee on Oversight and Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. U.S. House of Representatives.

Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

REPORT NO.- WMCP-98-37
PUB DATE- 84
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Family Income; *Federal Government; Federal Programs; Low Income Groups; *Poverty; *Public Policy; State Programs; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp

Disabilities; Elementary Education; Minority Groups; Older Adults; One Parent Family; *Racial Bias; *Reading Materials; *Role Models; *Sex Bias; Sex Role; *Textbook Bias; Textbook Content; Whites

Analysis of sex and race representation in almost 3000 stories drawn from 77 basal readers in 7 series published between 1980 and 1982 shows that, although minority and female numerical representation has increased, there has been little progress in role models offered. In terms of representation in the labor force, males of all races were overrepresented, while females of all races were underrepresented. The options for role models among men of color (i.e. all groups except whites) and women of all races were found to be excessively narrow and often unrealistic. Older people, one-parent families, and the disabled were all severely underrepresented. (RDN)

ED 251 562 UD 023 954

Walberg, Herbert J.
Federal (Chapter 1) Educational Spending and Effects on Poor Children. Policy Studies in Education.
Learn, Inc., The Education Foundation, Washington, DC.
PUB DATE- Oct 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Disadvantaged; Educational Vouchers; Elementary Secondary Education; Equal Education; Federal Aid; Government Role; *Program Effectiveness; Program Evaluation; Program Improvement; Research Utilization
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Analysis of the history of Chapter 1, the Federal program for the education of the disadvantaged, and a review of the research into the program's effectiveness show the inefficiency of Federal influence and funds in local schools. Chapter 1 has done little good for students: it has neither raised the achievement of the educationally deprived and poorest students, nor reduced the gap between them and other students. Indeed, more Chapter 1 funds have often been spent on more nonpoor than poor students, and the program has put many of the poorest and most educationally deprived students at a greater disadvantage. Overall, Chapter 1 has consumed about $38 billion for ineffective services that interfere with

DESCRIPTORS- Behavior Change; *Change Strategies; Educational Change; Equal Education; Learning Activities; Resource Materials; Secondary Education; *Secondary School Students; *Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; *Student Leadership; Teaching Guides; Workshops

This guide provides procedures and supporting materials for a sex equity workshop aimed at secondary school student leaders that is intended to expand awareness of sexism and to increase sex-affirmative behavior in the educational environment. The guide describes the content, process, and sequential learning experiences for seven sessions. Sessions 1 and 2 are organized to increase student awareness of sexism and sex-role stereotyping and to create a common vocabulary. A simulation experience in Session 3 helps students identify real-life attitudes and roles. Sessions 4-6 emphasize increased knowledge about the issues of sex equity. Session 7 involves application of knowledge about change processes to personal and school life and explains the student's role as change agent. In addition to session-by-session procedures and supporting materials, this guide includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

ED 251 577 UD 023 970

Students in New York City Public Schools, 1970-1981. Discussion of Data.

New York City Board of Education, N.Y.

PUB DATE- 84

NOTE- 28p.; Parts of tables may not reproduce well due to small and light print; For a related document, see UD 023 971.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Asian Americans; *Attendance Patterns; Black Students; *Dropout Rate; Elementary Secondary Education; *Enrollment Trends; *Ethnicity; High School Graduates; Hispanic Americans; Reading Tests; School Statistics; *Scores; Special Education; *Student Promotion; White Students

IDENTIFIERS- *New York (New York)

Seventeen tables of statistical data on students in New York City Public Schools are provided for the years 1970-81. The data are

Variables; Stress Variables; Use Studies

This study examined ways in which 42 low income mothers used a multifaceted neighborhood-based parent education program. Two different patterns of sequential relationship between use of staff services, verbal participation in a discussion group, attendance, and formation of peer ties were identified. These patterns were shown to be related to initial levels of life event stress. Differential rates of use for program offerings were related to (1) need (specifically, life event stress; support from peers, parents, and other relatives; and number of children); (2) dispositional differences (attitudes toward expression of impulse); and (3) differences in social experience (helping relationships and community participation). (Author)

ED 251 249 PS 014 819

Learning Needs and Problems in Primary Education. Report of Technical Working Group Meetings (Bangkok, Thailand, September 6-12, 1983). Volume I: Research Issues and Proposals.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- Sep 83

NOTE- 82p.; For Volume II, see PS 014 820.

AVAILABLE FROM- UNIPUB, 205 East 42 Street, New York, NY 10017.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Classroom Techniques; *Developing Nations; Disadvantaged; *Educational Improvement; Ethnography; Foreign Countries; Meta Analysis; Preschool Education; Primary Education; *Research Methodology; *Research Proposals; *Research Reports

IDENTIFIERS- Afghanistan; *Asia; Australia; Bangladesh; India; Korea; Malaysia; Nepal; Pakistan; Philippines; Thailand; *UNESCO

This first volume in a two-part report reviews completed and proposed research studies on learning needs and problems in primary education and describes research proposed for Afghanistan, Australia, Bangladesh, India, the Republic of Korea, Malaysia, Nepal, Pakistan, the Philippines, and Thailand. An introductory chapter considers the following factors involved in children's failure in primary school: lack of emotional and financial support; inadequacies in the school's physical environment or learning

ED 251 262 RC 015 037

Tennant, Edward A., Ed.; Bitar, Joseph N., Ed.
Yuut Qanemciit, Yupiit Cayaraita Qanrutkumallrit = Yupik Lore, Oral Traditions of an Eskimo People.
Lower Kuskokwim School District, Bethel, AK.
PUB DATE- 81
NOTE- 299p.
AVAILABLE FROM- Bilingual Director, Lower Kuskokwim School District, P.O. Box 305, Bethel, AK 99559 ($12.95).
LANGUAGE- Yupik; English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) Classroom Use - Instructional Materials (For Learners) (051) Books (010) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian History; *American Indian Literature; *Eskimos; *Folk Culture; Legends; Nonformal Education; *Oral History; Secondary Education; Translation; Values
IDENTIFIERS- *Alaska

A collection of 49 Eskimo narrations forming part of the authentic oral traditions formerly passed on by village elders to succeeding generations are presented in a bilingual format of Yupik and English. These stories and teachings are by and about the Central Yupik people of southwestern Alaska, the largest cultural group native to the state. For use as an adult-level reading book, the material is presented in six sections of short stories ("A Grandson's Gratitude," "The Teakettle Ghost," "The First Eskimo War"); Eskimo history and customs ("How Children Received Their Names," "Getting Married in the Old Days," "About Dogsleds, Dancing, and War"); Eskimo family teachings and common sense ("Lessons From Our Elders," "Mother's Advice," "Homemade Remedies); Eskimo know-how ("Eskimo Recipes," "Training For Survival," "Melting the Winter Frost"); Yupik fables ("The Lonely Loon" and "The Fox and the Goose"); and myths and legends ("A Village Without Daylight," "The Forbidden Mountain," "The Man Who Drifted on Ice"). (ERB)

ED 251 263 RC 015 038

Eberts, Paul R.
Socioeconomic Trends in Rural New York State: Toward the 21st

In-Service Education for Special Education Teachers in Rural Areas.
PUB DATE- Feb 84
NOTE- 79p.; Supporting bibliography of 124 references.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Andragogy; Definitions; Educational Change; Elementary Secondary Education; *Inservice Teacher Education; Literature Reviews; *Models; *Program Design; Program Effectiveness; *Rural Areas; School Districts; Special Education; *Special Education Teachers; Teacher Participation
IDENTIFIERS- Knowles (Malcolm S)

The literature regarding the provision of in-service education is reviewed to: (1) provide brief definitions of rural school districts and in-service education; (2) discuss the importance of in-service education; (3) explore the difficulties associated with in-service education in rural areas, along with possible remedies; and (4) examines various approaches for providing in-service training to special education teachers in rural areas. An overview of the basic principles underlying in-service education is followed by a delineation of 15 assumptions upon which in-service education is based. The theories of planned change and Malcolm Knowles's theory of andragogy are described. The following major difficulties encountered when providing in-service education to special education teachers in rural areas are explored: insufficient funding; lack of program relevance; absence of incentives to participate; scheduling difficulties; distance; insufficient teacher motivation; inadequate follow-up; absence of evaluation; and feelings of threat which may be experienced by participants. Approaches for providing in-service education programs are classified into college and university programs, state and regional programs, school based programs, teacher center programs, teacher exchanges, and consultant programs. Each category is evaluated in terms of the difficulties associated with in-service education and adherence to the components of a proposed in-service model. (NQA)

ED 251 277 RC 015 073

Silver, Sandra
Administration of Special Education Programs in Rural Areas: A Review of the Literature.
PUB DATE- 84
NOTE- 45p.; Supporting bibliography of 70 references.

engineering education at the University of Missouri-Rolla (UMR), first known as the University of Missouri School of Mines and Metallurgy (MSM). Chapter I focuses on the formative years (1871-1924), discussing the first course of study in electricity, expansion of the electrical engineering curriculum, the faculty, physical facilities, curriculum, and students. Chapter II discusses the years of growth and rationalization (1924-1959), examining the faculty of the electrical engineering department formed in 1924; students, student organizations, physical facilities, and curriculum (separately for 1924-1945 and 1946-1959); program accreditation; and MSM activities during and after World War II. Chapter III considers the maturation of the electrical engineering department from 1959 to the present. Areas addressed include: physical facilities; faculty development, the change from MSM to UMR; and department chairmen, students, student organizations, and curriculum (1959-1983). An alumni directory is included, providing alphabetical, class, and geographical listings. Also included are lists of members of the Academy of Electrical Engineers, Eta Kappa Nu Association membership (Gamma-Theta Chapter), and MSM/UMR faculty in electrical engineering. (JN)

ED 251 290 SE 045 226

Brown, Stephen I.; Walter, Marion I.
The Art of Problem Posing.
REPORT NO.- ISBN-0-89168-052-7
PUB DATE- 83
NOTE- 153p.
AVAILABLE FROM- The Franklin Institute Press, Box 2266, Philadelphia, PA 19103 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Mathematics; *Course Descriptions; Higher Education; *Induction; Mathematics Education; *Mathematics Instruction; *Problem Sets; Problem Solving; *Teaching Methods
IDENTIFIERS- *Problem Posing

The focus of this book is on a rationale and a set of strategies for problem generation in mathematics. Six chapters attempt to involve readers in the process of posing problems and in

Pre-Service Teacher Courses.
Weizmann Inst. of Science, Rehovot (Israel).
PUB DATE- Dec 83
NOTE- 156p.; For a related document, see SE 045 252.
AVAILABLE FROM- Weizmann Institute, Department of Science Teaching, 71600 Rehovot, Israel. Single copies for academic use are free; others $6.00/set.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *History; Inservice Teacher Education; *Instructional Materials; Integers; Junior High Schools; *Mathematics Education; *Mathematics Instruction; Number Concepts; Preservice Teacher Education; Resource Materials; *Teacher Education; Teaching Methods; Worksheets; Workshops
IDENTIFIERS- Israel; *Negative Numbers

These materials on negative numbers are designed for use in workshops for pre- and in-service teacher training, especially for teachers in junior high schools. The general aims are: to improve teachers' mathematical knowledge of topics, to enrich teachers' mathematical background, to allow opportunity to discuss relevant didactics, and to create a reasonable image of mathematics and mathematical activity as a human endeavor. The worksheets (in booklet form) generally have a brief biographical-chronological introduction to set the historical scene, an historical source, and leading questions on the source materials and on mathematical and didactical consequences thereof. Each worksheet is accompanied by answer sheets (also in booklet form), containing solutions and further sources and information. Eleven worksheets present the history of negative numbers under such topics as: F. Viete, R. Descartes, contradictions in the use of negative numbers, N. Saunderson, L. Euler, W. Frend, G. Peacock, and the formal entry of negative numbers into mathematics. Comments on how to use the worksheets are briefly presented. (MNS)

ED 251 304 SE 045 254

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement XIX (1984).

NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Astronomy; *Biological Sciences; Earth Science; *Electronics; Lunar Research; Optics; *Physical Sciences; Research Methodology; *Science Experiments; *Scientific Research; Space Exploration; *Space Sciences
IDENTIFIERS- *Long Duration Exposure Facility

The Long Duration Exposure Facility (LDEF) has been designed to take advantage of the two-way transportation capability of the space shuttle by providing a large number of economical opportunities for science and technology experiments that require modest electrical power and data processing while in space and which benefit from postflight laboratory investigations with the retrieved hardware. Many of the experiments are completely passive and depend on postflight laboratory investigations for the experimental results. The LDEF is essentially a free-flying cylindrical structure which can accommodate 86 experimental trays mounted on its exterior; like the space shuttle, the LDEF is reusable. This book provides descriptions of 57 experiments from the United States and eight other countries scheduled for the first LDEF mission on STS-13 (Space Transportation System). Each description includes background information, objective(s), and experimental approaches used. The disciplines covered include materials, coatings, thermal systems, power, propulsion, astrophysics, lunar and planetary sciences, biological sciences, electronics, and optics. (Author/JN)

ED 251 318 SE 045 272

Evaluation of Environmental Education in Schools.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).; United Nations Environment Programme, Nairobi (Kenya).
PUB DATE- Sep 84
NOTE- 9p.
AVAILABLE FROM- UNESCO, 7, place de Fontenoy, 75700 Paris, France (Free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ecology; Educational Objectives; Elementary Secondary

students about the moral responsibility and social-economic-political necessities for enhancing development in Third World countries. Part 1 of the essay provides a summary and introduction. Part 2 discusses the relationship between development education and world studies and examines the possible content of a development education curriculum. Part 3 examines the reasons why development education should be integrated into the educational system and what is currently being taught concerning the development issue during the first stage of secondary education. Part 4 describes the characteristics of development education. Part 5 of the essay discusses the position of development education in the present and future system of secondary education. (RM)

ED 251 332 SO 015 908

Verduin-Muller, Henriette, Ed.
G. ED. Paper-Book 1974-1984. The Process of Growth of an Innovation.
Utrecht State Univ., The Netherlands.
PUB DATE- 84
NOTE- 316p.; Chapter 4 is presented in German. Chapter 10 contains small print that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Computer Assisted Instruction; Developing Nations; *Educational Innovation; Educational Research; Elementary Secondary Education; Foreign Countries; *Geography Instruction; Graduate Study; Higher Education; Human Geography; Information Dissemination; *Information Processing; Information Systems; Lifelong Learning; Models; Physical Geography; Program Descriptions; Relevance (Education); Social Science Research; *Student Research
IDENTIFIERS- *Netherlands; Third World

Fifteen papers presented at conferences throughout Europe and in the USSR, Nigeria, Japan, Jamaica, and Tunesia provide an introduction to the research work being done by the graduate level Department of Geography for Education (G.ED.) at the University of Utrecht in the Netherlands. An introductory chapter describes the three G.ED. modules, which are (1) courses in developing theories and methods of planning, processing, and designing geographic information; (2) the study of modern trends in human geography; and (3) excursions to West and East European regions to study human or

encapsulated in the National Council for the Social Studies guidelines: acquiring knowledge about the human condition; processing information; valuing; and knowing how to participate. Thus, if U.S. society changes in its character or modifies its structure, social studies educators must interpret those changes and modify the curriculum accordingly. (RM)

ED 251 347 SO 016 016

Brandhorst, Allan R.; Splittgerber, Fred

The SIMILE Model of Thinking Skill Development: Theory and Practice and Protocol Materials for Teaching the Concept Power: A Thinking Skills Approach Based on the SIMILE Model.

PUB DATE- 16 Nov 84

NOTE- 27p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Concept Teaching; Convergent Thinking; *Critical Thinking; *Educational Theories; Elementary Secondary Education; Evaluative Thinking; Individual Power; Learning Activities; Learning Motivation; *Logical Thinking; Models; Political Power; Problem Solving; *Skill Development; Social Studies; Student Motivation

The SIMILE model for teaching thinking skills is described and protocol materials that used the model to teach the concept of power are presented. Thinking skills in the SIMILE model include imaging, dissection, conceptualization, definition, relational analysis, and analogy. When teaching thinking skills using the SIMILE model, curriculum instruction has as its major purpose the integration of experience across the iconic (picture form) and symbolic (verbal form) modalities. The best motivational set for learning thinking skills is allocentric. Under conditions of allocentricity the student is free from drives to satisfy deficiencies and accordingly is open to reflective consideration of perceptual experience. Fiction or simulations can be used to activate allocentric perception by creating a "safe" environment in which the participant can leave the pressure of the outside world behind. Two sets of protocol materials are included, one for elementary students and one for secondary students. Students read a

Television; Television Commercials; *Television Viewing; Units of Study; Values

Nine units help junior high school students critically examine the influence of television on their lives. Topics covered are: the role of television in one's life, television's presentation of reality, commercials, program production, conflict on television, heroes and models, relationships, problems and solutions in television shows, and student selection of programs to watch. Each unit contains a reading, discussion questions, and a number of suggested activities. Illustrations accompany all materials. (LP)

ED 251 361 SO 016 050

Beaubien, Roger; And Others

The Media Mirror: A Study Guide on Christian Values and Television. Senior High.

National Catholic Educational Association, Washington, D.C.; United States Catholic Conference, Washington, D.C.

PUB DATE- 84

NOTE- 33p.; For teacher's guide and elementary and junior high study guides, see SO 016 047-049. Some photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adolescents; Attitudes; Conflict Resolution; Cooperation; *Evaluation Criteria; High Schools; Instructional Materials; Interpersonal Relationship; Learning Activities; Production Techniques; Programing (Broadcast); Religious Factors; Television; Television Commercials; *Television Viewing; Units of Study; Values

Nine units help senior high school students critically examine the influence of television on their lives. Topics covered are: the role of television in one's life, television's presentation of reality, commercials, program production, conflict on television, heroes and models, relationships, problems and solutions presented on television shows, and student selection of programs to watch. Each unit contains a reading, discussion questions, and a number of suggested activities. Supplementary material consists of a television viewer's checklist and a list of Christian values that form a basis for the critical evaluation of television programs. (LP)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demonstrations (Educational); Educational Experiments; Genetics; Higher Education; Individual Characteristics; *Individual Differences; Introductory Courses; *Psychology; Sex Differences
IDENTIFIERS- Ishihara Test for Color Blindness

These demonstrations stress individual differences, a concept becoming increasingly important in psychological research. Intended for use in undergraduate psychology courses, four demonstrations that illustrate common examples of human variation are described. The demonstrations deal with the following individual differences: taste blindness, relative length of fingers, sex differences in odor detection, and red-green color blindness. Demonstrations are easy to implement. For example, in the activity concerning taste blindness, a phenylthiocarbamide (PTC)-impregnated strip, easily obtained from biology supply labs, is used to test students for taste blindness. Students learn that PTC has a bitter, unpleasant taste for 70 percent of U.S. adults; for the remaining 30 percent PTC is completely tasteless. This phenomenon is a taste dimorphism which is due to variation in a single pair of genes. (RM)

ED 251 375 SO 016 065

Tomorrow's Elderly. A Report Prepared for the Chairman of the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session (October 1984).

Congressional Clearinghouse on the Future, Washington, DC.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- Pub-98-457
PUB DATE- Sep 84
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Age Discrimination; Aging (Individuals); Employment; Financial Support; *Futures (of Society); *Government Role; Health Needs; Health Services; Legislation; *Older Adults; Policy Formation; Population Trends; *Public Policy; Retirement; Sociocultural Patterns; Trend Analysis
IDENTIFIERS- Congress 98th

Council for Geography Education (Toronto, Ontario, Canada, October 1984). Small print on pages 17-18 may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Curriculum Development; *Distance Education; Educational Objectives; *Educational Television; *Geography Instruction; Higher Education; Physical Geography; Program Descriptions; Rural Areas; Teacher Developed Materials; *Telecourses; *Tourism; Urban Areas
IDENTIFIERS- Canada; England; Malta; South Africa

Thirteen half-hour television programs entitled "The Geography of Tourism" developed for use in Wilfrid Laurier University's (Canada) distance education program are discussed. Distance education embraces teaching, or communicating with, students who are not physically in the classroom with the instructor. The central theme of the series is the impact of tourism on places; the major sub-theme is the physical impact on landscapes over time. The programs include guest commentators, slides, film clips, maps, posters, and paintings. The following are among the topics examined: the components of the tourism functional system; how tourism development impacts small places, e.g., Marsaskala, Malta; tourism and Canadian lakes; the development of resorts in South Africa and England; planned resorts, e.g., Gray Rocks, Quebec; urban tourism; economic, environmental, and social-cultural impacts of tourism; tourism dynamics; goals of tourism planning; Canadian tourism; and new ideas in tourism, e.g., time-sharing. Excerpts from some programs are provided. Appendices contain acknowledgements, descriptions of photographs, and course requirements. (RM)

ED 251 389 SO 016 088

Patrick, John J.; Remy, Richard C.
Connecting Science, Technology, and Society in the Education of Citizens.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89994-298-9
PUB DATE- 85

document. (LH)

ED 251 402 SO 016 117

Loring, Katherine, Ed.; And Others
Seeing Our Way Clear: Feminist Revision of the Academy. Proceedings of the Annual GLCA Women's Studies Conference (8th, November 5-7, 1981).
Great Lakes Colleges Association, Ann Arbor, MI. Women's Studies Program.
PUB DATE- 83
NOTE- 105p.; For proceedings of other conferences, see SO 016 113-116.
AVAILABLE FROM- GLCA Women's Studies Program, 220 Collingwood, Suite 240, Ann Arbor, MI 48103 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; *Feminism; Films; Higher Education; Homosexuality; Integrated Curriculum; Literature; Mathematics Education; Religion; Scholarship; Science Careers; Sex Bias; Sex Fairness; Violence; *Womens Studies
IDENTIFIERS- Heroines; Homophobia; Ideology; Women in Literature

Two keynote addresses and 12 selected papers are included in these conference proceedings. The keynote address, "Seeing Our Way Clear: Feminist Re-Vision of the Academy" (Peggy McIntosh), describes the academy as a "hierarchical or layered pyramidal structure" and discusses the benefits of feminist revision. The first of 12 selected papers is entitled "The Evolution of the Woman Scientist" (Laurel Sherman). Three papers portraying heroic images of women are "The Artist as Hero in Maxine Hong Kingston's 'The Woman Warrior'" (Warren Rosenberg), "'Song of Solomon': The Hero With a Woman's Face" (Gail Griffin), and "Images of Women in Film" (Starla Stensaas). Articles dealing with violence against women are "Captured Angel in the Centerfold" (Janet Swim) and "The Hurt that Lasts Forever" (Karmen Meyer). A seventh paper, "Broaching the Issue: Homophobia" (Audrey Glenn and Jane Dickie), defines homophobia and resulting myths about homosexuality. The next paper, "Increasing Female Participation in the Mathematics Classroom" (Pansy Brunson), focuses on the continuing low enrollment of women in mathematics classes. Other papers include "The Problem: Idealism and Accommodation in the Feminist Transformation of the Academy" (Linnea Vacca), "Know Your Heroines" (Ann Loux), "Communication or

TPAI, student teacher performance was highest in the area of interpersonal skills and lowest in planning; (3) High correlations between certain subtests of the ACT and the NTE suggest that they may be measuring the same variables; (4) The quality of feedback and supervision of instruction is highly related to the quality of performance; and (5) The NTE, used in combination with an objective measure of actual teaching performance, might provide a more accurate description of the quality of student teachers' performance. (Author/JD)

ED 251 417 SP 025 419

Sandefur, J. T.
Standards for Admission to Teacher Education Programs. An Issue Paper Prepared for the Minnesota Higher Education Coordinating Board.
PUB DATE- 11 Aug 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Standards; *Admission Criteria; Grade Point Average; Higher Education; *Minimum Competency Testing; Preservice Teacher Education; Screening Tests; State Standards; Student Evaluation; *Teacher Education Programs; Teacher Supply and Demand; *Testing

The implementation of uniform standards for assessing prospective teachers' competencies in basic skills prior to admission is growing rapidly. There is also a trend toward increasing the grade point average required for admission. Policies on admission to teacher education programs reflect concern about the decline in both the number and quality of the talent pool and the decline in public confidence in teachers and teaching. An analysis is presented of the impact of more stringent admissions criteria on schools of education. The question is raised of conditions or resources needed to implement such admission policies, and a brief discussion is presented on both the advantages and disadvantages of the policies. Also considered are the views of educational practitioners and the effects on teacher education programs and faculties. The effects of higher admission standards on teacher education students and public perceptions about teaching are discussed. A keyed map provides information on states implementing and planning new policies for admission to teacher education. An article on state assessment trends is appended, as well as brief

instruction, homogeneous grouping, team teaching, and modifying whole-class instruction. Through classroom observations and teacher interviews, the prevalence of such methods in 32 second- and third-grade classrooms were studied, and the relationships between these methods and student achievement were examined. A greater variety of approaches to heterogeneity was observed in reading instruction than in mathematics instruction. Very few relationships were found between use of the various approaches and achievement gains in mathematics. In reading, however, greater achievement gains were associated with the extent of team teaching arrangements, use of individualized instruction, and several other variables. (Author/JD)

ED 251 432 SP 025 441

Emmer, Edmund T.
Management Strategies in Elementary School Classrooms. R&D Rep. No. 6052.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
NOTE- 45p.; For a related document, see SP 025 440.
CONTRACT- OB-NIE-G-80-0116-P2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Classroom Communication; Classroom Environment; *Classroom Techniques; Discipline; Elementary Education; Elementary School Teachers; *Learning Strategies; Student Behavior; *Teacher Behavior; *Teacher Effectiveness; Teaching Methods; Time on Task
IDENTIFIERS- First Week of School

Teacher behaviors and activities related to varying levels of student engagement and disruption were examined in 41 elementary school classrooms. Teachers and their classes were observed for eight weeks at the beginning of the school year and from January to March to determine: (1) the relationships between management behaviors and two student behavior criteria for effective management (student engagement and disruption); (2) patterns of relationships and whether they varied for the two criteria; and (3) context effects, such as grade level differences.
Beginning-of-the-year observation data from classes of more and

programs for teachers. (Author/JD)

ED 251 446 SP 025 512

Doyle, Walter
Design for Analyzing Classroom Activities. R&D Report No. 6130.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Apr 82
NOTE- 81p.
GRANT- OB-NIE-G-80-0116-P2
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Class Activities; Class Organization; Classroom Environment; Classroom Research; *Classroom Techniques; *Discipline; Elementary Secondary Education; *Research Methodology; Student Behavior; *Teacher Behavior; Teacher Effectiveness; Teaching Styles; *Time Management

A design for analyzing the narrative records obtained in four studies examined the character of classroom activities and how they are managed by teachers. Focus was on controlling classroom behaviors, classroom rules, handling of disruptive or inappropriate behavior, instructional leadership, classroom organization, and student engagement. Approximately 2,775 narratives were obtained, consisting of fairly detailed accounts of management-related behaviors during class sessions in elementary and junior high school classes. In addition, observers kept time logs on student engagement and, at the end of the year, teachers were interviewed concerning student achievement. To analyze this body of information, 31 junior high and 15 elementary teachers were selected as a sample for a series of planned comparisons around themes that separate task and performance dimensions contained in the descriptions. Four levels of analysis were defined to move systematically from the accounts of classroom behavior in the narrative records to progressively more general propositions about what teachers do to establish order in the classroom, and what proficient teachers are likely to know about classrooms and how this knowledge is organized for use in accomplishing lessons. The information gained from this type of analysis is viewed as a major contribution to defining the knowledge base for classroom practice and, thus, the content of teacher education and staff development

Medicus Systems Corp., Washington, D.C.
SPONS. AGENCY- Health Resources and Services Administration, Rockville, MD. Bureau of Health Care Delivery and Assistance.
PUB DATE- Sep 83
NOTE- 83p.; Prepared under subcontract with Family Health Care, S.E., Inc.
CONTRACT- 240-82-0199
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; *Community Health Services; *Disease Control; *Health Education; Health Personnel; *Medical Care Evaluation; Mental Health; Patient Education; Physical Health; *Program Development

Designed to help health center administrators and providers deliver health care services within the broad context of disease prevention, health promotion, and health education, this guide serves as a companion document to "Promoting Health and Preventing Disease: Objectives for the Nation" (ED 209 206). Its purpose is to help in program planning and to offer assessment guidelines for specific project needs. The guide is organized into five major sections: (1) Assessing Your Health Promotion and Disease Prevention Program: An Overview; (2) Preventive Health Services; (3) Health Protection; (4) Health Promotion; and (5) References. Each section, through a format consisting of one or two introductory paragraphs followed by clusters of questions grouped under subheadings, considers five areas: (1) needs assessment; (2) program linkages--offering suggestions for developing cooperative working arrangements with organizations having similar goals; (3) health promotion and education--focusing on ways of enabling patients to assume more responsibility for their own health care; (4) program evaluation; and (5) resources. (DG)

ED 251 461 SP 025 561

National Academy of Sciences' Reports on Diet and Health--Are They Credible and Consistent?
General Accounting Office, Washington, D.C.
PUB DATE- 21 Aug 84
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

transporting students to and from the centers results in a substantial loss of regular instructional time; and (6) there is insufficient supervision of center instructional staff and the lines of authority/responsibility lack clarity and consistency. The basic recommendation was to disband the centers at the end of the 1982-83 school year and redeploy existing staff to provide direct instructional inservice and diagnostic support to regular and compensatory students and teachers. (BW)

ED 251 476 TM 840 517

Evaluation of the 1982-83 Beginning Teacher Program.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Sep 83
NOTE- 113p.; This paper received the 1984 American Educational Research Association Division H award for Best Report of Instructional Evaluation.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Faculty Development; Formative Evaluation; *Program Effectiveness; *Program Implementation; State Programs; Summative Evaluation; Teacher Attitudes; Teacher Certification; *Teacher Improvement
IDENTIFIERS- *Dade County Public Schools FL

In an effort to improve the quality of its educational systems, Florida mandated participation in a year-long Beginning Teacher Program (BTP) as a requisite for regular certification of beginning teachers. The support system of the program consists of regular formative and summative assessments of the teacher's performance, and the provision of instruction in targeted need areas and the assignment of relevant learning activities. The evaluation of Dade County's Beginning Teacher Program's first operational year was conducted to examine the appropriateness and effectiveness of major program elements. Data were obtained to determine whether the required program activities occurred; whether the activities occurred in the manner prescribed by district and state guidelines; and whether the program had an overall favorable impact upon the beginning teachers with regard to their performance on 23 generic teaching competencies. Overall, the evaluation findings indicated that the assessment and instructional components of the BTP were

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *American Indian Education; *Attendance Patterns; Basic Skills; Cultural Education; Dropout Prevention; *Dropout Rate; Elementary Secondary Education; Parent Participation; Program Evaluation; *Urban American Indians
IDENTIFIERS- *Indian Education Act 1972 Title IV; *Portland School District OR

The goal of the Indian Education Act Project (IEAP) is to increase and extend the education of American Indian youths so they can better cope with a highly technological society. Statistics have indicated drop-out rates of 40 to 50 percent among American Indians, a primary factor giving rise to the urgent need for supplemental educational services to American Indian students attending public school systems. The project designed and implemented a comprehensive program to reduce attrition and to increase student attendance and achievement. The project provided a variety of activities and services (e.g., tutoring, student and parent counseling, economic support, cultural and career education) for American Indian students. The project staff also involved the American Indian community. District statistical data compiled over the last five years continue to be encouraging, showing a decline in attrition while also showing increases in attendance and achievement among American Indian students. While the educational circumstances of the American Indian students in Portland appear to be improving, federal support for this effort appears to be decreasing at a more rapid rate than the problems IEAP is trying to solve. Sufficient funding is a concern that must be reconciled in the near future. (Author/BW)

ED 251 490 TM 840 768

Leitner, David; Ingebo, George
Prescription Learning in the Portland Public Schools. 1983-84 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Oct 83
NOTE- 54p.; For related document, see ED 234 088.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Achievement Tests; Computer Assisted

ED 251 504 TM 840 801

Milazzo, Patricia; And Others

Methodology for Analysis of IAI District Level Data Bases.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-70
PUB DATE- 6 Apr 81
NOTE- 23p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrative Policy; Data Analysis; *Databases; Elementary Secondary Education; *Evaluation Methods; *Instructional Development; Racial Composition; Racial Differences; *School Districts; Test Results
IDENTIFIERS- *Instructional Accomplishments Information Systems; *Los Angeles Unified School District CA; Survey of Essential Skills

Instructional Accomplishment Information (IAI) Systems data bases provide the opportunity for new and powerful studies relevant to educational policy issues at a local and/or national level. This report discusses the methodology for "schooling policy studies." The procedures are illustrated using a yet-to-be-completed analysis of the Los Angeles Unified School District's policy for Racially Isolated Minority Schools (RIMS). The method has three steps: (1) establishing a RIMS-specific District level data base containing data on achievement, student demographics, school demographics, and classroom practices for implementing instructional programs in RIM schools; (2) developing an analysis design for RIMS-specific data which identifies skills students do have (rather than "missing" skills) and has significant implications for adjusting RIMS schooling practices; and (3) using analyses which identify successful instructional practices to implement a two- to three-year instructional plan for moving achievement along in RIM schools. This methodology provides an affirmative complement to traditional measurement and evaluation methodology used to analyze conventional achievement test data. (BS)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cost Effectiveness; Cost Estimates; Evaluation Methods; *Evaluation Utilization; Resource Allocation
IDENTIFIERS- *Evaluation Costs; Evaluation Problems; Indirect Costs

This paper summarizes views on the costs of evaluation developed as part of CSE's Evaluation Productivity Project. In particular, it focuses on ideas about the kinds of costs associated with factors known to effect evaluation utilization. The first section deals with general issues involved in identifying and valuing cost components, particularly indirect costs considered either as shared costs of projects within an organization, as opportunity costs, or as side effects. The appropriate costs of evaluation are then discussed, and costs are considered in relation to benefits. The definitions and valuing of benefits are discussed. The final section of the paper spells out the cost implications of high-utilization factors. These factors include the political sensitivity of the evaluator, the evaluator's credibility, the involvement of the potential user, project characteristics, the evaluation design and methodology, and the evaluation reporting. (BW)

UD

ED 251 518 UD 023 224

Violence, The Ku Klux Klan and the Struggle for Equality.
Connecticut Education Association, Hartford.; Council on Interracial Books for Children, Inc., New York, N.Y.; National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-930040-38-4
PUB DATE- 81
NOTE- 78p.; Newspaper reprints and photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Activism; Civil Rights; Elementary Secondary Education;

ED 251 533 UD 023 904

Clinchy, Evans

The Pursuit of Excellence: Improving the Quality of Our Urban Schools through Desegregation, Equity and Choice. A Final Report from the Program Committee of The Worcester Conference on Equity and Choice (Worcester, Massachusetts, April 9-10, 1984).

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.

PUB DATE- Aug 84

NOTE- 46p.; Conference also sponsored by the Public School Systems of Boston, Brockton, Cambridge, Fall River, Holyoke, Lawrence, Lowell, Lynn, Medford, New Bedford, Springfield, and Worcester.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTORS- *Accountability; Bilingual Education; *Educational Equity (Finance); Educational Improvement; Educational Quality; Educational Technology; Elementary Secondary Education; Equal Education; Evaluation Methods; Financial Support; Long Range Planning; Magnet Schools; *Multicultural Education; Parent Participation; Program Improvement; *School Choice; School Desegregation; Special Education; Staff Development; *State School District Relationship; *Urban Education

IDENTIFIERS- *Massachusetts

In April 1984, more than 350 parents, teachers, principals and administrators from major urban school systems in Massachusetts met to define what an "excellent" desegregated urban public school system should be. This conference report, following excerpts from a keynote address by John E. Durkin, documents seven workshops which focused on the following strategies for excellence: (1) the role of magnet schools; (2) systems of parental and teacher choice; (3) greater parent, student and public involvement; (4) superior staff development and parent involvement programs; (5) outstanding programs for bilingual and special needs students; (6) the development of district-wide systems of evaluation and accountability; and (7) new uses for high technology. A summary list of recommendations that workshop participants drew up for State education officials and State legislators also is included. In addition, the formation of a Superintendent's consortium of urban school students, which grew out of the conference, is outlined, and its activities for the future are described. The conference schedule, as well as a list of all practitioners who made presentations during the workshops, are appended. (RDN)

Program; *Income Taxes; *Reagan Administration

What has happened to poor families with children and corresponding changes in Federal expenditure for antipoverty programs between 1980 and 1984 are the subjects of this study, prepared by the staff of the House Ways and Means Committee. The study attempts to recreate the experience of a "typical" welfare-receiving family, a mother and two children, in 1980 and 1984. Following the introduction, the study methodology is described and the assumptions made at each stage of the research highlighted. Legislative changes affecting low-income families are then reviewed. Next, families at various wage levels are looked at and changes in the sources of family income and expenditures between 1980 and 1984 are traced (case studies and national data are included). Disposable income for these families and the amount and sources of income they would need to rise above poverty in the two study years are then examined. Finally, Federal welfare spending over time is analyzed to determine whether trends in welfare spending confirm the results of the previous analyses. Income statistics are provided in fourteen appendices. (KH)

ED 251 548 UD 023 938

Saeger, Wain; Valesky, Jill C.

The Effects of a Summer Enrichment Program on the Academic Performance of Minority and Disadvantaged Students in the Following Semester.

PUB DATE- 84

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Achievement Gains; *Allied Health Occupations Education; College Students; Higher Education; High Schools; High School Seniors; *Minority Groups; *Program Effectiveness; *Summer Programs; Supplementary Education

IDENTIFIERS- *Health Careers Opportunity Program

The fall semester's academic performance of forty minority students who had taken part in an eight-week summer Health Careers Opportunity Program (HCOP) is reported on in this paper. HCOP student performance is also compared with a control group of comparable students who had applied to the program, but were not accepted or who declined the offer to participate. Results, presented in two tables, indicate that, for students of regular school programs. It has also interfered with other Federal educational programs, so that its net effect may have been to contribute to inequality and to the declining productivity of America's schools. With such a record, Chapter 1 might best be terminated. For political reasons, this is unlikely. The program, however, can be improved in two major ways. First, policymakers could make better use of research on educational productivity. And second, direct scholarship grants, modelled on the G.I. Bill, might be offered to poor students. (KH)

ED 251 563 UD 023 955

Evaluation and Reauthorization of the Special Supplemental Food Program for Women, Infants, and Children (WIC). Hearings before the Committee on Agriculture, Nutrition, and Forestry, United States Senate; and the Subcommittee on Nutrition of the Committee on Agriculture, Nutrition, and Forestry, United States Senate. Ninety-Eighth Congress Second Session, March 15 and April 9, 1984.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.

PUB DATE- 84

NOTE- 183p.; Several pages may be marginally reproducible due to small or light print.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Anemia; Birth Weight; Cost Effectiveness; Disadvantaged; *Federal Programs; Hearings; High Risk Persons; Infant Mortality; *Nutrition; Pregnancy; Preschool Education; Program Administration; Program Costs; *Program Effectiveness; Program Evaluation

IDENTIFIERS- General Accounting Office; *Special Supplemen Food Program Women Infants Child

This document records hearings before the U.S. Senate Committee on Agriculture, Nutrition, and Forestry and its sub-committee on Nutrition. The hearings, dated March 15 and April 9, 1984, were conducted in order to evaluate and reauthorize the special supplemental food program for Women, Infants and Children (WIC), due to expire in 1984. Testimony came from staff from the General Accounting Office, state and local family health and nutiriton officials, U. S. Senators, local WIC program directors, professors of nutrition and maternal and child health, the president of the National Association of WIC Directors, and the director of the Center on Budget and Policy Priorities. The evaluation focused on, briefly discussed under seven categories. (1) Enrollment: from 1971-72 to 1981-82, enrollment in the public school system declined by 19.5%, most of the decline being in elementary school enrollments. A considerable decline in intermediate/junior high and high schools began in the mid-1970's, however. (2) Pupil ethnicity: Whites, the largest group of students in 1970, were the third largest by 1981. Blacks became the largest group in 1972. Hispanics became the second largest group in 1978. (3) Pupil Attendance: attendance rates are generally stable. (4) Test Results: the trend shows that elementary and junior high school students have come closer to the national average. (5) Promotions: promotion rates in elementary, intermediate, and junior high schools have been declining over the past decade. (6) Graduates: the change in the number of graduates is generally consistent with the change in enrollment. (7) Dropout Rates in High Schools: these should be assessed with caution, as data have been only partially audited, and the method of collecting the information has changed over the years. (RDN)

ED 251 578 UD 023 975

Orum, Lori S.; Schroyer-Portillo, Janet
Developments in School Segregation of Hispanics.
National Council of La Raza, Washington, D.C.
PUB DATE- 22 Sep 82
NOTE- 7p.; For the Orfield study, see ED 221 644.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Block Grants; Civil Rights; Elementary Secondary Education; *Federal Aid; Government Role; *Hispanic Americans; *Public Schools; School Desegregation; *School Segregation
IDENTIFIERS- *Emergency School Aid Act 1972

This paper outlines developments in the segregation of Hispanics in public schools. It begins with a review of Gary Orfield's study, "Desegregation of Black and Hispanic Students from 1968 to 1980." Orfield determined that during the last decade Hispanics have been increasingly segregated in public schools, and are currently even more segregated than black students; this trend is expected to continue as a result of increases in the number of Hispanic youth and a lack of enforcement of Federal desegregation laws, as they affect Hispanics. The paper also includes information on the current status of the Emergency School Aid Act (ESAA), the most

climate; and difficulties in adjustment and motivation, especially for children disadvantaged by their social group, language, physical location, or health. The second chapter gives an overview of research studies that illustrate types of investigation conducted in the region. In the third chapter, further research required in the region is described under ten headings: (1) preparation of children for school; (2) teaching strategies and instructional materials for disadvantaged children; (3) linguistic development in primary education; (4) meta-analysis research; (5) ethnographic studies; (6) cognitive development and education; (7) indicators of learning problems; (8) factors conducive to learning; (9) wider implementation of successful programs; and (10) communication of information about research findings. The final chapter lists recommendations for implementing research studies and specific research proposed by member countries in the first five areas. (CB)

ED 251 250 PS 014 820

Learning Needs and Problems in Primary Education. Report of Technical Working Group Meetings (Bangkok, Thailand, September 6-12, 1983). Volume II: Training of Educational Personnel.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- Sep 83
NOTE- 27p.; For Volume I, see PS 014 819.
AVAILABLE FROM- UNIPUB, 205 East 42 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Community Involvement; *Developing Nations; *Disadvantaged; Distance Education; Educational Improvement; Educational Opportunities; Foreign Countries; *Inservice Teacher Education; International Educational Exchange; Outreach Programs; Parent Participation; Primary Education; *Teacher Education; *Teacher Workshops
IDENTIFIERS- Afghanistan; *Asia; Bangladesh; India; Nepal; Pakistan; Philippines; *UNESCO

The second of two volumes, this report reviews the state of the art of training for educational personnel and presents recommendations to reform training programs in Afghanistan, Bangladesh, India,

Century.
New York State Legislative Commission on Rural Resources, Albany.
SPONS. AGENCY- State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
PUB DATE- Sep 84
NOTE- 425p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Demography; Economic Factors; *Futures (of Society); Policy Formation; Quality of Life; *Rural Development; Rural Economics; Rural Urban Differences; *Socioeconomic Background; Statewide Planning; Statistical Data; Tables (Data); *Trend Analysis; Urbanization
IDENTIFIERS- *Counties; *New York

Statisical data provide a basis for policy decisions about rural development in New York and include information on demography, industrial base, socioeconomic attainment, and personal well-being over a 30-year period. Four census periods are covered (1950, 1960, 1970, and 1980) as well as six county types, two metropolitan types (upstate and downstate) and four rural types (with extensive, considerable, moderate, and limited urban influences). The most overarching finding is that "metropolitanization" of rural counties is taking place through the decentralized operations of metropolitan-based institutions in rural counties, and through rural people commuting to metropolitan counties for employment. From data on population, employment, income, mortality, marital status, etc., these trends are identified: private and public services will increasingly form New York's economic base; rural localities lag in income, affluency, education, and employment; deprivation in these forms has had negative effects on personal well-being in rural areas; and metropolitan-based institutions dominate the control, management, and planning functions of rural people and localities. To address these inequities, it is recommended that policymakers increase investments in rural localities, stress their self-sufficiency, and increase rural expertise in management, control, and planning. Appendices present detailed data and summaries; data sources are included. (MM)

ED 251 264 RC 015 040

Richards, Julia Becker

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; *Administrative Organization; Administrative Problems; *Educational Cooperation; Efficiency; Elementary Secondary Education; Governance; Literature Reviews; Models; *Organizational Effectiveness; *Program Administration; Program Effectiveness; *Rural Areas; *Special Education
IDENTIFIERS- Education for All Handicapped Children Act

Within the literature on special education administration in rural areas three topics emerge: difficulties associated with bringing special education programs to rural areas; need for research pertaining to special education in rural areas; and a concern with cooperative arrangements as a means of providing special education programs in rural areas. Initially cooperatives appear to be a cure-all for the problem of administering special education programs in rural areas. However, on closer examination, it becomes apparent that cooperatives are plagued with difficulties and may fail to provide adequate services to handicapped children. When all potential difficulties are considered, the efficacy of cooperatives is questionable and the need for continued research becomes apparent. Throughout the literature, seven cooperative models arise: state plans; special school districts; formal intermediate units; true, satellite, and joint agreement cooperatives; and school study councils. Of these seven models, only the true cooperative and the satellite cooperative appear to possess all the components deemed necessary for the successful administration of special education programs in rural areas. However, neither model is free from accompanying difficulties. Consequently, the choice of administrative model must remain situation specific, and careful monitoring to insure efficiency, effectiveness, and responsiveness to local school district needs is recommended. (NQA)

ED 251 278 RC 015 074

Silver, Sandra
Special Education in Rural Areas.
PUB DATE- 19 Oct 84
NOTE- 38p.; Supporting bibliography of 39 references.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; *Compliance (Legal);

understanding why that process is important. Chapter 1 discusses two problem posing perspectives, while chapter 2 looks at the first phase of problem posing. The "what-if-not" problem posing strategy is presented in chapter 3, and depicted in action in chapter 4. Some natural links between problem posing and problem solving are discussed in chapter 5. Finally, conclusions are briefly presented. Each chapter contains illustrative problems as well as suggested questions or directions. In the appendix, a college course on problem posing is described, also with illustrative examples. Finally, a bibliography is provided. (MNS)

ED 251 291 SE 045 227

Campbell, James Reed; Connolly, Charlene
Impact of Ethnicity on Math and Science among the Gifted.
PUB DATE- 84
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Ethnic Groups; *Gifted; High Achievement; Secondary Education; *Secondary School Mathematics; *Secondary School Science; *Sex Differences; *Student Characteristics; Surveys
IDENTIFIERS- *Mathematics Education Research; Science Education Research

Compared were gender differences among Asian and Caucasian high school students enrolled in advanced science and mathematics research classes. Two explanations for the large gender differences among scientists, mathematicians, and engineers are discussed: (1) females elect fewer advanced science and mathematics courses in high school and college, and are thus prevented from entering technical-scientific fields; and (2) large sex differences exist in specific innate abilities. It is held that should the latter be true, then these gender differences would appear among all ethnic groupings. If, however, these differences disappear, then the achievement differences might be related to different socialization patterns. Using this premise, the study involved 27 high schools with atypical numbers of Asians and/or females enrolled in advanced science and mathematics courses. A questionnaire was given to 209 Caucasian and 78 Asian students, followed by interviews with 39

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.
PUB DATE- Oct 84
NOTE- 230p.; Portions in marginally legible type.
GRANT- T-901366010
AVAILABLE FROM- EPA Instructional Resources Center, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 (subscription, $12.00; $5.00 each).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Environmental Education; Hazardous Materials; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements I-XVIII. (JN)

ED 251 305 SE 045 255

Science and Policy Issues: A Report of Citizen Concerns and Recommendations for American Agricultural Research.
National Agricultural Research and Extension Users Advisory Board (USDA), Washington, DC.
PUB DATE- Jul 84
NOTE- 74p.
LANGUAGE- English

Education; *Environmental Education; *Exhibits; Foreign Countries; Higher Education; *Information Networks; Interdisciplinary Approach; *Program Descriptions; *Program Evaluation
IDENTIFIERS- Europe; *Israel; Upper Volta

This newsletter discusses the evaluation of environmental education (EE) in schools, highlighting an introductory chapter of a proposed Unesco-United Nations environmental program guide on evaluating such programs. The benefits of evaluating an EE program (including program improvement, growth in student learning, better environment, and program support) are addressed. The newsletter also includes discussions of: (1) environmental education courses at the university level, focusing on the origins, diversity, and educational objectives of these courses, and the teaching and learning processes deemed essential to give coherence to their wide-ranging subject matter; (2) the structure and context of the EE network of the European community; (3) EE activities in Asia; (4) a pilot project on the introduction of EE into Upper Volta's rural primary schools; and (5) a poster exhibit entitled "Ecology in Action." In addition, a description of an EE program in Israel (including program objectives, instructional materials, and teacher training) and descriptions of EE workshops, conferences, and publications are provided. (JN)

ED 251 319 SE 045 273

Balka, Don S.; And Others
The 1984 Indiana State Mathematics Contest: Tests and Analysis of Student Performance.
PUB DATE- 84
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; *Geometry; High Achievement; Mathematical Enrichment; *Mathematics Achievement; *Mathematics Instruction; *Quantitative Tests; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- Indiana; *Mathematics Contests

The second Indiana Mathematics Contest included tests in Algebra (First Course), Geometry, Algebra (Second Course), and Comprehensive. Test-writing responsibilities were delegated to mathematics and mathematics education faculties at four state physical geography. Titles of conference papers are: "Theses on Designing and Dissemination of Geographical Knowledge," "A Conceptual Model for Processing Geographical Information for Education," "The Geographical Information Educationist, the Why, What and Who of a New Profession," "Das Partizipations-Projekt Randstad-2, entwickelt am Utrechter Curriculum-Modell," "Experiences with a Conceptual Curriculum Model for Geography, From Thesis to System," "From 'Glaciers to the Alps' to 'Glaciers and Tourism in the Alps,' a Report on an Adaptation of a West-German Multi-Media Package for the School-Curriculum in the Netherlands," "Spatial Sciences and Informal Education," "Computer Assistant Learning in Geographical Education in the Netherlands: Initial Steps on Virgin Soil," "About the Identity of Informational Geography for Formal, Non-Formal and Informal Educational Purposes," "Broadening Geographical Education: On Informing People about Geographical Knowledge," "Information Theory and Geography Education," "The Role of Educational Philosophies in Geographical Information Design," "Participation in Information Processing in Geography Education," "Providing Information on Third World Countries for the Informal Field of Education: New Opportunities for Regional Geography," and "Teleblackboard." (RM)

ED 251 333 SO 015 930

Schnell, Jim
The Personal Effects of Participant Observation on the Participant Observer.
PUB DATE- 84
NOTE- 16p.; Document contains light, broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Participant Observation; Personal Narratives; *Researchers; Research Methodology; Research Needs; *Self Concept; *Social Science Research; Values

Personal effects felt by participant-observers as a result of their research and the impact of such effects on researcher self-concept are analyzed. Quotes from participant-observers who have studied various social phenomena indicate that they experienced transition and conflict between their observer and participant roles. At times they were strangers (observers) to those they were researching and at other times friends (participants). Personal effects and subsequent self-concept alternations occurred. For example, one

selection and answer questions that help them analyze the concept of power from American and Japanese perspectives. (RM)

ED 251 348 SO 016 017

Brandhorst, Allan R.
Some Issues in the Design, Selection and Utilization of Instructional Simulations in a Microcomputer Modality.
PUB DATE- 17 Nov 84
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Evaluation Criteria; High Schools; *Instructional Design; Instructional Improvement; Instructional Material Evaluation; *Simulation; *Social Studies; Teacher Effectiveness; Teaching Methods

Some factors in the design of instructional micrcomputer simulations that high school social studies teachers must consider when selecting and using computer software are discussed: (1) Instructional computer simulations are adequate instructionally only to the extent that they make explicit the set of relationships underlying the program for the simulation. (2) Students must have access to the system model so that they can understand why a particular action leads to a particular consequence. (3) The simulation must accurately model the observed phenomena in the real world. (4) Instructional simulations of abstract relationships must at a minimum provide both iconic and symbolic representations of the relationships. (5) Instructional simulations of social relationships and systems must not only provide iconic and symbolic representations of the systems; they must also provide, in a context external to the computer, for enactive experience to authenticate the parallel enactive-social experience in the real world phenomena. (6) Teachers must be able to differentiate between social and non-social content, and when teaching non-social content, must be sure to debrief students on the connections between the two. (RM)

ED 251 362 SO 016 051

Forliti, John
Growing Together: An Opportunity for Young Adolescents and Their Parents. A Report on Catholic Youth in Grades 5 through 8, and Their Parents.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 84
NOTE- 84p.; This booklet is published as part of a packet of educational materials related to an NCEA project on "Young Adolescents and Their Parents." The project is partially supported by a grant from the Knights of Columbus Father Michael J. McGivney Memorial Fund for New Initiatives in Catholic Education.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Catholics; *Catholic Schools; Developmental Stages; Educational Needs; Educational Research; Human Resources; Individual Development; Intermediate Grades; Junior High Schools; *Parent Attitudes; Religion; Social Attitudes; Social Behavior; Social Characteristics; *Student Attitudes; Student Behavior; *Student Characteristics; Values

The results of a survey which studied the attitudes and characteristics of Catholic youth and their parents and then compared these with the attitudes and characteristics of non-Catholic youth are presented. A total of 1,130 students in grades 5-8 from 13 Catholic schools, 613 mothers, and 352 fathers completed survey questionnaires. The data collected were compared with data from similar surveys of students conducted by 12 non-Catholic organizations (largely a public school sample). Because data are to be used by the National Catholic Education Association to develop new programs, specific survey results and discussion starters and suggestions for action are presented parallel to one another. Results indicate that in comparision with other youth, Catholic students do more homework, experience more anxiety about school, attend church more often, are more concerned with social problems, and are more likely to consider abortion as morally wrong. Catholic youth report less prosocial behavior and more agressive and norm-breaking behavior, are more interested in sexuality, and are more likely than other youth to drink and smoke. Catholic parents expressed a great deal of worry and concern over

Major long-term public policy issues related to the aging of the U.S. population are examined. Chapter one provides an overview of trends pertaining to the future elderly population, emphasizing some of the issues Congress may need to address in the near future. Sources of support for the elderly are also examined. Employment and retirement issues are the foci of the second chapter. The key policy issue discussed is how to provide cost-effective incentives to an increasing proportion of healthy elderly who can work in a productive economy free of age discrimination and without penalizing those who must retire early. Chapter three discusses the allocation of health care resources. It points out that Congress will have to struggle to balance issues such as government regulation, quality, freedom of choice, effectiveness, efficiency, and equity across society as it makes policy in this area. The concluding chapter deals with long-term care, defined as helping people live their lives rather than as extended medical care. Also provided are brief highlights of legislation affecting the elderly and a bibliography. (RM)

ED 251 376 SO 016 066

What's Law?

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

PUB DATE- 84

NOTE- 265p.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizenship Education; Correctional Institutions; Correctional Rehabilitation; Courts; Due Process; Instructional Materials; Justice; Law Enforcement; Laws; Learning Activities; *Legal Education; Secondary Education; Sentencing; *Social Studies; Values

IDENTIFIERS- *Law Related Education

A guide for secondary school social studies teachers provides materials suitable for a 10-week course on law or individual lessons on specific topics which may be covered in the social studies curriculum. Material is organized according to topics. Topic I, "What Is Law?" contains lessons on defining law, reasons for writing laws, and the relation of values to law. Topic II, "Types of Courts and Cases," contains lessons on types of courts

NOTE- 97p.
CONTRACT- 400-83-0012
AVAILABLE FROM- SSEC, 855 Broadway, Boulder, CO 80302 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Citizenship Education; Decision Making; Educational Change; Educational Research; Elementary Secondary Education; Instructional Innovation; *Integrated Curriculum; *Science Curriculum; *Social Problems; *Social Studies; *Technology
IDENTIFIERS- *Promising Practices; Science and Society

Designed to help educators address science-related social issues, this publication considers: (1) major challenges associated with science-related social issues; (2) the extent to which these challenges are being met; (3) ways in which educators can improve the education of citizens in science, technology, and social issues; and (4) promising practices that can contribute to building connections between social studies and science curricula. Three challenges outlined in the first of five sections include: (1) informing citizens about complex social issues and decisions, (2) connecting diverse fields of knowledge in school curricula, and (3) resisting antagonists of science and technology. In order to determine the extent to which these challenges are currently being met, the second section examines: goal statements in curriculum reports and major reports in the social studies and the sciences; research findings on student knowledge and attitudes regarding science, technology, and society; and analyses of current curricula and textbooks. The third section describes ways in which "integrative threads" can be used to provide common learning experiences within and between distinct courses in the social studies and sciences. The fourth section presents promising practices that can contribute to this building of connections between social studies and science curricula; the use of "decision trees" and case studies, the use of role play and simulation, and the use of instructional television and microcomputers. Concluding observations in the final section and a bibliography listing over 170 publications conclude the document. (LH)

ED 251 390 SO 016 094

Wien, Barbara J., Ed.

Collusion? Maneuvering Through the Maze of Patriarchal Theology" (Linell Cady), and "American Female Dramatists: Show But No Go?" (Julie Jensen). A final keynote presentation, "The Whole Thing: In Search of Relevance and Integration Made Dynamic By Creativity" (Mary Beth Edelson), a closing keynote address, "When We Dream Together" (Barbara Zanotti), and a schedule of conference events conclude the document. (LH)

ED 251 403 SO 016 138

The Constitution and the Community: A Resource for Planning Humanities-Based Programs on the United States Constitution.

National Federation of State Humanities Councils, Minneapolis, MN.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Mar 84

NOTE- 91p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Annotated Bibliographies; Community Involvement; *Community Programs; *Constitutional History; *Constitutional Law; Educational Resources; Filmographies; *Humanities Instruction; Human Resources; Program Descriptions; United States History

IDENTIFIERS- *United States Constitution

Designed to encourage interactive study of the Constitution by humanities scholars and the community, this guide is arranged in four sections. The first section contains a number of ideas for projects and concepts that might spark group interest in constitutional study and descriptions of Constitution-related projects, listed in alphabetical order by title. Projects range from an examination of contemporary constitutional questions to influences on the framing of the Constitution. Project formats include lectures, conferences, school programs, films, and videotapes. The second section is a filmography consisting of 36 entries organized under the following headings: origins and purpose of the Constitution, main principles of government in the Constitution, amending and interpreting the Constitution, and landmark Supreme Court cases. Each annotated entry provides: a brief description; availability, purchase, and rental information; length; format; and date. The third section lists scholars and

annotations on the activities of 23 states relative to standards for admission to teacher education programs. (JD)

ED 251 418 SP 025 424

Milazzo, Patricia; And Others
Method for Analyzing District Level IAI Data Bases to Identify Learning Opportunity Risks.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-73
PUB DATE- 10 Nov 81
NOTE- 35p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board of Education Role; *Curriculum Design; Elementary Education; *High Risk Students; Instructional Improvement; *Instructional Materials; *Learning Problems; Learning Strategies; Mathematics Instruction; Reading Instruction; Skill Analysis; *Textbook Content

A learning opportunity risk is defined as an absence of instruction or insufficient attention to proficiency at an early grade of instruction in a subject matter which will generate serious learning problems in later grades. A method for identifying such risks has been derived from analysis of district-level Instructional Accomplishment Information (IAI) data bases. The method involves examination of patterns of instructional accomplishments in the first through sixth grades as they relate to the scope, sequence, and emphasis of grade-by-grade instruction. The operational elements of the method are: (1) learning opportunities--skill areas on which instructional time is actually invested in a given subject matter at a given grade level; (2) instructional accomplishments--the mean percentage of student performance arrayed by skill areas and school grades; and (3) learning opportunity risks--patterns of instructional accomplishments within and across grade levels that appear to depress subsequent instructional performance. The method is illustrated for the subjects of elementary school mathematics and reading in two rural southern school districts. (JD) less effective managers were compared to gain information about beginning-of-the-year behaviors and management success throughout the school year. Results identified a number of significant predictors of management success, especially in the areas of establishing classroom procedures, use of consequences, consistency, clarity of communication, and prompt handling of inappropriate behavior. Excerpts from narrative records illustrate teaching strategies of more and less effective teachers. (Author/JD)

ED 251 433 SP 025 442

Clements, Barbara S.; Evertson, Carolyn M.
Orchestrating Small Group Instruction in Elementary School Classrooms. R&D Rep. No. 6053.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 82
NOTE- 42p.
CONTRACT- OB-NIE-G-80-0116-P2
AVAILABLE FROM- Communication Services, Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; Class Organization; *Classroom Techniques; Elementary Education; *Grouping (Instructional Purposes); *Small Group Instruction; Student Behavior; *Teacher Effectiveness; Teaching Methods; *Time on Task

Data from 12 2-hour observations of 41 elementary school classroom teachers were used to investigate classroom management problems associated with the use of small group instruction. Student engagement during small group instruction was compared with that in whole class instruction, seatwork, and transitions. Classroom narratives of subsamples of seven better and seven poorer small group managers were read and rated on small group management variables. Findings from two-way analyses of variance suggested three main areas in which better managers excelled: setting the stage for small group work, maintaining the pace of small groups, and handling inappropriate behavior during small group work. Strategies used for managing small group instruction by a subsample of better small group managers are described. (Author)

programs. (Author/JD)

ED 251 447 SP 025 513

Worsham, Murray E.; Emmer, Edmund T.
Teachers' Planning Decisions for the Beginning of School. R&D Rep. No. 6152.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 83
NOTE- 165p.
GRANT- OB-NIE-G-80-0116-P2
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavioral Objectives; Class Activities; *Class Organization; Classroom Environment; *Classroom Techniques; Decision Making; Learning Strategies; *Lesson Plans; Middle Schools; *Policy Formation; Secondary Education; Student Behavior; Teacher Behavior; *Teacher Effectiveness
IDENTIFIERS- *First Week of School

Eleven middle school teachers' planning and classroom activities for the first day of the school year were examined through interviews, written lesson plans, and classroom observations. The purpose was to identify factors in planning and to identify relationships among planning and classroom management on the first day and throughout the first 8 weeks of school. Planning variables included goal emphasis, contextual factors and alternatives considered, content emphasis and level of detail of written plans, and teacher feelings of success and projected changes in future first-day planning. Results indicated that teacher written plans were not very detailed; however, teachers' activities on the first day were generally congruent with their written plans and their stated goal emphasis. Results also suggested that more comprehensive first-day planning is positively related to more effective classroom management throughout the first 8 weeks of school; that a procedural emphasis is most common on the first day but that teachers who restricted their first day activities to administrative tasks have less effective 8-week classroom management success; and that teachers who combine an affective and procedural emphasis on the first day have better 8-week classroom management results. (Author/JD)

PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cancer; Comparative Analysis; *Dietetics; *Disease Control; Eating Habits; Health Materials; Nutrition; *Research Reports; Science Materials
IDENTIFIERS- National Academy of Sciences

The United States General Accounting Office (GAO) studied the processes used by the National Academy of Sciences to produce two reports on the relationship of diet to health: "Toward Healthful Diets" (1980), and "Diet, Nutrition and Cancer" (1982). Because the reports differed about whether the public could reduce its chronic disease risk through dietary changes, the GAO obtained information on the Academy's processes of providing reports in controversial areas. This report presents information on the range of scientific fact and judgment on the relationships of diet to cancer and heart disease, outlines the controversies, explains the issues, and giving background on the various points of view involved. The scientific methodology or validity of the reports' recommendations were not evaluated for this report. The report's two major sections discuss how and why the two reports were developed, and how and why the reports are both similar and different. The appendixes include comparisons of dietary recommendations made in the reports, as well as comments from health authorities. (JD)

ED 251 462 SP 025 563

King, Ruth
Issues Related to Faculty Welfare and Faculty Value Orientations.
PUB DATE- 8 Nov 84
NOTE- 13p.; Paper presented at the Annual Convention of the American Educational Studies Association (San Francisco, CA, November 8-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *Educational Philosophy; *Faculty College Relationship; Higher Education; Humanism; *Management by Objectives; Professional Recognition; Teacher Attitudes; *Teacher Educators; Teacher Evaluation; Teacher Salaries; *Teacher Welfare

The philosophical split between behaviorists and humanists has implemented, primarily through the efforts of building-level administrators and peer teachers, and with a degree of success. Generally, perceptions regarding the contributions of the program were favorable. Most beginning teachers and support team members perceived that the program was effective and contributed positively to their professional development. (BW)

ED 251 477 TM 840 518

Evaluation of the 1982-83 ECIA, Chapter II School Alternative Vocational Education Project.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Aug 83
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Career Counseling; Junior High Schools; Low Achievement; *Nontraditional Education; Parent Attitudes; *Program Evaluation; Program Implementation; Student Attitudes; *Student Motivation; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Dade County Public Schools FL; Education Consolidation Improvement Act Chapter 2; *School Alternative Vocational Education Project

The School Alternative Vocational Education (SAVE) project is directed at unsuccessful, but not disruptive, students who have sufficient cognitive ability to complete the school program. The program attempts to stimulate a level of motivation sufficient to produce positive behavior while increasing the students' degree of basic skills attainment. Data for this evaluation of the SAVE project in one junior high school were obtained by examination of project documents and student records, interview/observation of project participants, pre- and post-administration of the Survey of Study Habits and Attitudes, and surveys of parents and students. Evaluation results indicated that all but two of the project features were implemented as specified; the exceptions were the student/teacher ratio and scheduling of the counseling component. The vast majority of comments made by students and the project teacher in reaction to the costs and benefits of the various project features were extremely positive. Students met the criteria that had been specified in the program proposal. The project had a

Instruction; *Diagnostic Teaching; Elementary Education; Individualized Instruction; *Low Achievement; Mathematics Achievement; *Multimedia Instruction; Program Evaluation; Reading Achievement; *Remedial Programs; Student Attitudes; Teacher Attitudes; *Test Results

IDENTIFIERS- Comprehensive Tests of Basic Skills; *Education Consolidation Improvement Act Chapter 1; *Portland School District OR

Prescription Learning is a multi-media diagnostic prescriptive program providing individualized instruction using six instructional strategies. Nine elementary schools and four middle schools in the Portland Public School District used Prescriptive Learning to provide supplemental reading and math instruction to low-performing students. Selected by Chapter 1 eligibility requirements, 1,223 students, in grades K-8, received services (973 students in reading and 779 in math). This report evaluates the Prescriptive Learning program by comparing the achievement gains of 1983-84 program students with: (1) other district Chapter 1 students; (2) all district students; and (3) 1982-83 program students. The Comprehensive Tests of Basic Skills, (Grade 2) and the Portland Achievement Levels Tests (Grades 3 to 8) measured student achievement. In addition, program coordinators were interviewed about implementation procedures and students' opinions were surveyed. Findings include: (1) generally greater achievement gains were achieved by first year Prescriptive Learning students over their pre-program year; (2) both Prescriptive Learning and other Chapter 1 treatments assisted students; (3) two-year students' achievement growth rate was lower than one-year students; and (4) computers were the most popular lab station with students. Appendices contain: (1) new primary reading skills continuums; (2) reading materials evaluations; and (3) growth tables for Prescriptive Learning and Chapter 1 students by grade. (BS)

ED 251 491 TM 840 769

Pratt, Harold; And Others

Case Studies of School Improvement: A Concerns Based Approach. International School Improvement Project.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

PUB DATE- 5 Oct 82

NOTE- 84p.; Paper presented at the meeting of the International

ED 251 505 TM 840 802

Hanson, Ralph A.; Bailey, Jerry D.
Program-Fair Educational Evaluation and Empirical Curriculum Inquiry.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-82
PUB DATE- 5 Dec 83
NOTE- 71p.; Broken type in Appendix B.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Evaluation Methods; Federal Aid; *Instructional Material Evaluation; *Kindergarten; Measurement Objectives; *Measurement Techniques; Primary Education; Program Effectiveness; Reading Instruction; *Reading Readiness; Research Design; Student Characteristics
IDENTIFIERS- Elementary Secondary Education Act Title III

This study describes a method for providing easily understood information on the comparative instructional program effects of using multiple instructional products. The method was derived in the context of a national evaluation of three instructional product systems each of which was used to teach readiness and initial reading skills to kindergarten students. Longitudinal data were gathered from 900 classes, with each class using one of the products. The results illustrate how valid information on instructional effects can be obtained and used for the purpose of comparative evaluation. Further, the results contradict the popular belief that the specific instructional resources used in a instructional program do not matter. Instructional outcomes reflect the specific skills and concepts emphasized in a given product system, and these differences in emphasis emerge when instructionally sensitive instrumentation is used. Of more importance, the study illustrates a methodology that can be used for what is referred to as empirical curriculum inquiry. This is a way of identifying what students know, what school programs commonly and uniquely teach, and what students learn. Some implications of this methodology for school improvement efforts are discussed. (Author/BS)

Lesson Plans; *Racial Bias; Racial Relations; Resource Materials; *United States History
IDENTIFIERS- *Ku Klux Klan

This paper provides teachers with information about the Ku Klux Klan (KKK) and makes available instructional procedures and resources for teaching about the Klan. First, some ideas are presented for dealing with the unusual emotional climate that can arise when the KKK is discussed in a classroom. Next, a brief history of the KKK is provided, along with an analysis of why the KKK may be currently growing in size. Next, eleven lesson plans for classroom use are presented on these topics: (1) the Ku Klux Klan today; (2) the birth of the Ku Klux Klan; (3) the death of Reconstruction; (4) the beginnings of White supremacy; (5) the Klan in the 1920's; (6) the civil rights era; (7) the struggle for racial equality; (8) thoughts of an ex-Klansman; (9) myth vs. reality: social perceptions; (10) myth vs. reality: the process of scapegoating; and (11) countering the Klan. Primary materials such as newspaper articles and photographs are included. This booklet concludes with a glossary of key terms and a selected and annotated bibliography on the KKK. (KH)

ED 251 519 UD 023 341

Schlechty, Phillip; And Others
Understanding and Managing Staff Development in an Urban School System. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 217p.
CONTRACT- 400-79-0056
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Coordination; Educational Cooperation; Educational Improvement; Elementary Secondary Education; Incentives; Program Design; *Program Effectiveness; Program Evaluation; Program Implementation; Research Methodology; *Staff Development; Teacher Motivation; Urban Education

A study is reported that examined the way staff development functions in schools, the effects of staff development, and the interaction between staff development and other activities and conditions in school systems. The study took place in a large urban school district (in the Southeast) that is heavily committed to and

ED 251 534 UD 023 906

Lanasa, Philip J., III; Potter, Jane Hopkins
Building a Bridge to Span the Minority-Majority Achievement Gap.
PUB DATE- 11 Oct 84
NOTE- 15p.; Paper presented at the National Conference on Desegregation in Postsecondary Education (2nd, Durham, NC, October 11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Achievement; Black Students; Compensatory Education; *Disadvantaged; *Educational Theories; Elementary Secondary Education; Equal Education; Family Role; Multicultural Education; *Racial Differences; School Desegregation; School Role; White Students

A number of hypotheses have been advanced to explain why black students lag behind whites in school achievement. In the 1950s and 1960s, an environmental hypothesis emerged which attributed the achievement gap to environment. Environmentalists at this point were divided between those who felt the family determined achievement and those who felt the school was responsible. The segregation hypothesis held that racial differences in academic success could be addressed by creating environments in which students from diverse groups were free to interact and learn together. Embodied in the "Brown" decision, this idea is presently under criticism for having failed to bring about satisfactory educational equality. Another environmental theory, based on a notion of cultural deprivation, argued that the family was the most important factor in determining school success. Compensatory education programs are based on this notion, which withstood attacks by the insupportable, discredited genetic theories of Jensen and Shockley. The Coleman Report of 1966 strengthened the deprivation hypothesis, and led to the widespread introduction of school busing, but this report was criticized by Christopher Jencks, who argued that most compensatory efforts are ineffective. In the late sixties, the cultural-difference theory was introduced. It is said that the culture of the school (school climate) must be reformed to make it more congruent with the diverse cultures of minority students. This development resulted in the concept of multi-ethnic education, which had its heyday in the 1970s. Today, multicultural education is challenged by economic cutbacks and ideological shifts. Finally, the recent effective schools

approximately equal academic aptitude (defined by ACT score means), HCOP students are performing at higher levels and are also more likely to be enrolled in science-related course work than are the control group students. (KH)

ED 251 549 UD 023 939

Dawson, Donald J.
Local Community Input into Urban Public Schools.
Toronto Univ. (Ontario).
PUB DATE- 77
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anglo Americans; Case Studies; *Cultural Differences; Decentralization; Elementary Secondary Education; Foreign Countries; Intercultural Communication; Minority Groups; *Organizational Communication; *Parent Associations; *Parent School Relationship; Principals; *School Community Relationship; *Social Differences
IDENTIFIERS- Chinese People; Greeks; Toronto Public Schools ON

In the broader context of school decentralization, two school-community groups in Toronto were studied in order to determine the establishment and developmental stages of such groups, and the processes whereby inputs are exchanged between school and community. One of the groups was Chinese and predominantly working class, the other was largely middle class and Anglo, with a substantial ethnic component (Greek). Data were collected by participant observation methods. Analysis of the data yielded the following major conclusions: (1) School boundary personnel (i.e. personnel who deal with both school and community), and particularly the principal, play key roles in determining how successful the school community relationship will be. (2) When the community involved is a middle class English-speaking one, the common socioeconomic backgrounds of community members and school staff, the numerous organizational and communicative skills of community members, and the relatively abundant social resources at the community's disposal make a cooperative staff-parent group, auxiliary to the school, a viable mechanism for community input. (3) Lower class ethnic communities, lacking such skills and resources, are much less likely to organize themselves successfully. In such communities however, outside agencies, among other matters, the effectiveness of WIC in increasing birth weight, lowering infant mortality, decreasing the percentage of infants with anemia, improving the nutritional state of women with poor weight gain during pregnancy, and the health program's capacity to function preventively. The document closes with a cost-benefit analysis of the WIC program, prepared by the Congressional Research Service of the Library of Congress. (RDN)

ED 251 564 UD 023 956

Hare, Bruce R.; Levine, Daniel U.
Toward Effective Desegregated Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 95p.
CONTRACT- NIE-P-8-0040
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Achievement; Basic Skills; Court Role; *Desegregation Effects; Discipline Policy; Elementary Secondary Education; Equal Education; Grading; Individualized Instruction; Minority Groups; Multicultural Education; Organizational Change; *School Desegregation; *School Effectiveness; Urban Education

This monograph attempts to clarify the relationship between desegregated education and effective education. The first part of the monograph concentrates on desegregation as it has been assumed to, as well as it actually appears to, relate to school academic effectiveness. The second part of the monograph addresses what is known about school academic effectiveness and the structural conditions under which it would appear attainable, whether schools are desegregated or not. The concluding recommendations concern: (1) individualizing instruction in desegregated schools; (2) other less expensive methods for initiating change at schools with many low achieving students; (3) an increased emphasis on teaching basic skills; (4) implementation in desegregated schools of grading practices that minimize the weight given to previous achievement; (5) an emphasis on consistent student grading practices; (6) an emphasis on discipline at both segregated and desegregated schools; (7) individualized approaches to accomodate learning style and linguistic differences; (8) structural changes in both segregated and desegregated secondary schools; (9) revision of inhibiting teacher-contract rules; (10) revised grade-structure arrangements;

often used source of funds to assist school districts which were implementing desegreation plans. Because of ESAA's recent consolidation with many other education programs in block grants to the States, the money available for desegregation has been drastically reduced. And finally, the paper summarizes Congressional hearings focusing on both the Orfield study and the Education Block Grant. (Author/KH)

ED 251 579 UD 023 977

Ogletree, Earl J.; Ujlaki, Vilma E.
American-Hispanics in a Pluralistic Society.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Bilingual Education; *Cultural Pluralism; Elementary Secondary Education; Ethnicity; *Hispanic Americans; Political Attitudes; Social Attitudes; Social Integration

To determine whether Hispanics in America favor assimilation or pluralism, 255 Chicago Hispanics were surveyed. Results showed that changes in their cultural patterns and movement toward assimilation were minimal. Although some assimilation was occurring, a certain degree of separateness (based on religion, ethnic identity, and behavioral patterns) existed and will be sustained in the future. A majority (84%) liked America and believed Hispanic children should learn English (94%), but they also favored maintenance of Spanish (85%), and bilingual education (83%). Similarly, while a majority did not favor endogamy (52%) and desired to become American (54%), most wished to retain their ethnic identity. Almost two-thirds (62%) felt that Hispanics must "fight for their rights," but a majority stated that political and economic interests were not the reasons for retaining one's ethnic identity. Most respondents felt they had control over and freedom in their lives to achieve what they wished, and, in general, the Hispanic sample felt there was an absence of prejudice and discrimination against them. Overall, the findings indicated that at least partial assimilation was the goal of the sample. (KH)

Nepal, Pakistan, and the Philippines. The introductory chapter considers factors involved in children's failure in primary school. The next chapter summarizes current opportunities for schooling and teacher education programs for disadvantaged groups and suggests improvements in the preparation of primary teachers. The third chapter lists the goals of future training programs with regard to the following areas: supervisors' abilities to plan and guide educational activities and teachers' mastery of subject matter, communication skills, pupil/teacher relations, community involvement, and analysis and amelioration of learning problems. Also enumerated are 17 suggested inservice training workshops and long-distance programs to improve current teaching and supervisory skills and parent understanding. The final chapter presents guidelines for planning workshops and describes six pilot workshops currently proposed for these countries. (CB)

RC

ED 251 251 RC 014 694

San Ysidro Bilingual Education Handbook, 1983-1984. A Bilingual Master Plan.
San Ysidro School District, Calif.
PUB DATE- Aug 83
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Teacher Aides; *Class Organization; Curriculum Design; Educational Philosophy; Elementary Secondary Education; Eligibility; *Guides; Instructional Development; Language Dominance; Parent Materials; *Program Implementation; *Resource Materials; School Schedules; *Staff Role; Teacher Role; Tests
IDENTIFIERS- *San Ysidro Elementary School District CA

Purpose of the handbook is to ensure a commonality of concept and

Schooling and Bilingualization in a Highland Guatemalan Community.
PUB DATE- Nov 83
NOTE- 11p.; Paper presented at the Annual Meeting of the American Anthropological Association (82nd, Chicago, Il, November, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bidialectalism; *Bilingualism; Cultural Context; Cultural Influences; *Educational Attitudes; Foreign Countries; *Intercultural Communication; Language Attitudes; Language Research; *Language Variation; *Official Languages; Sociocultural Patterns; *Sociolinguistics
IDENTIFIERS- *Guatemala

To examine the process of language shift (bilingualization) in an area where there is a local dialect equivalent to a "language of solidarity" and a national language equivalent to a "language of power," language interactions in the impoverished village of San Marcos in the highlands of Guatemala were examined. Although Spanish is the national language, approximately one half of Guatemalans are Mayan Indians (like the inhabitants of San Marcos), who speak one of at least 20 indigenous languages. An examination of linguistic practices indicated that Spanish words have been fully integrated into the dialect and that hispanicisms are frequently used to invoke a perception of the power and prestige of the dominant Spanish-speaking society. Greater hispanization was noted among younger unmarried men with few ties to the community and among older, prominent community men of elevated social status. Although the compulsory primary education includes Spanish, few children have achieved proficiency. Thus, the local language remains the language of ethnic identification and solidarity, while the national language is a means of acquiring status, recognition, and advancement. At present in Guatemala, therefore, economic and cultural factors are more decisive in the incipient bilingualization process than is schooling. (MM)

ED 251 265 RC 015 041

Powers, Stephen; Lopez, Richard L., Jr.
A Comparison of Verbal and Motor Skills of Monolingual and Bilingual Hispanic Children--a Discriminant Analysis.
Arizona Univ., Tucson. Coll. of Medicine.
PUB DATE- Nov 84

*Educational Cooperation; Elementary Secondary Education; Federal Regulation; *Governance; Individualized Education Programs; Program Administration; Questionnaires; *Rural Areas; Rural Schools; School Districts; *Special Education

IDENTIFIERS- *Education for All Handicapped Children Act; United States (West)

Questionnaires were mailed to 80 administrative units in the western United States, of which 85% responded, to examine administrative arrangements for administering special education programs in rural areas and to determine whether a relationship existed between administrative arrangement, cooperative size, and compliance with the mandates of P.L. 94-142 (The 1975 Education for All Handicapped Children Act). Five administrative arrangements were examined: individual and special school districts, voluntary and joint agreement cooperatives, and legislated units. Size was defined by geographical area and number of school districts served by the cooperative unit. Respondents were randomly selected from listings of special education cooperatives and copies of legislation enabling cooperative arrangements provided by state departments of education. Results indicated that individual school districts reported the greatest degree of compliance with the mandates; voluntary cooperatives were most effective in meeting the mandates; and rural areas experienced the most difficulty complying with mandates regarding personnel knowledge of special education laws and procedures, and the least difficulty with the procedures and components related to the Individualized Education Plan. Since 88% of the administrative units served less than 15 school districts, analysis of the relationship between number of school districts and compliance with the mandates was not attempted. (NQA)

ED 251 279 RC 015 075

Rural Development Reorganization Act of 1984; and the U.S. Department of Agriculture's Rural Development Policy Report. Hearing before the Subcommittee on Conservation, Credit, and Rural Development of the Committee on Agriculture, House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 5024.

Congress of the U.S., Washington, D.C. House Committee on Agriculture.

PUB DATE- 16 May 84

NOTE- 275p.; Some pages in small print may be marginally legible.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

students. Asian students devoted much more time to studying and research activities, with their families very supportive of such dedication, for both sexes. Asian students tended to retain the attitudes and values of their former countries, were more influenced by peers and others to achieve, and were more competitive than Caucasian students. Asian females read more technical books and knew more computer languages, while Caucasian females emphasized socialization. Both sets of females tended to have lower positive attitudes toward themselves. The Asian males as a group had very few negative stereotypes of the gifted girls in their classes, while American males had many negative perceptions of gifted females in their classes. Implications of the differences are commented upon. (MNS)

ED 251 292 SE 045 230

Holliday, William G.

Learning from Science Texts and Materials: Issues in Science Education Research.

PUB DATE- 84

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1984). Small print throughout document.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Elementary Secondary Education; *Learning; Reading Materials; *Reading Research; *Research Needs; *Science Education; Science Materials; Textbook Research; *Textbooks

IDENTIFIERS- *Science Education Research

A comprehensive review of science education research revealed the lack of studies related to the act of reading. Reasons for the apparent lack of research attention to the reading area include: (1) reading is not needed in science teaching; (2) reading is needed but it is not frequently used; and (3) reading is needed and used but not identified by investigators for isolation or study. Since researchers in science education often dismiss or avoid instructional questions dealing with reading and textbooks (as illustrated by their reported studies) and many teachers are uninformed about reading research, a central issue in science education research is to close the gap among researchers, science teachers, and reading educators. Three reading-related domains of

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agriculture; Developing Nations; DNA; *Economic Factors; *Federal Regulation; Futures (of Society); *Genetic Engineering; *Government Role; Higher Education; International Trade; *Policy Formation; Research Projects; Scientific Personnel; World Problems
IDENTIFIERS- Biotechnology; Farm Policy; *Food Production

Two areas which will have far reaching consequences for the future of United States agriculture are discussed: (1) biotechnology; and (2) critical economic research in world trade and commodity supply management. Topics in the first area include: controversies related to biotechnology; the relative importance of health, safety, and environmental regulations affecting the commercialization of biotechnology; the relative importance of targeting policies affecting the commercialization of biotechnology; and the expansion of federal responsibilities in biotechnology. Also included are recommendations related to the relative importance of public perception affecting the commercialization of biotechnology, and to scientific expertise and manpower. Topics in the second area include the world food system of the 1970s (examining factors influencing the demand for and consumption of food) and the outlook for the 1990s (considering how population, economic growth, and government policies will affect world agriculture). These topics and recommendations related to conducting critical macroeconomic research and attracting and retaining economic research expertise in the U.S. Department of Agriculture can help in assisting policymakers who develop long-term goals and formulate the new farm bill. Supporting documentation (including a list of existing federal responsibilities regarding agricultural biotechnology by agency and function) is included in appendices. (JN)

ED 251 306 SE 045 256

Hunting and Wildlife Management. Issue Pac.
Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; National Inst. for Urban Wildlife, Columbia, MD.
PUB DATE- 84
NOTE- 32p.; Poster has been removed due to size. Will be available in original packet from N.I.U.W.
AVAILABLE FROM- National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044 ($5.00).

universities, with the mathematical content based on course objectives in the state guidelines. Fourteen sites across Indiana served as test centers, with 2394 students participating. Outstanding Scholar awards were presented to 136 students. Analysis of the performance of a random stratified sample of 129 students on selected items from each test is then presented. Item difficulties were examined to determine areas of weakness. For Algebra (First Course), fundamental operations on rational expressions and roots for quadratic equations were of particular concern. Three areas of concern were evident on the Algebra (Second Course) results: exponential and logarithmic functions, permutations and combinations, and ability to analyze conditions related to solutions to elementary algebraic equations and functions. In Geometry, ability to apply information in novel situations seemed to create difficulty, rather than specific content. On the Comprehensive Test, concern was with a range of content. Overall, a lack of problem-solving ability was noted. Appendices contain the four tests. (MNS)

ED 251 320 SE 045 274

Alexander, Livingston; Cobb, Robert

Identification of the Dimensions and Predictors of Math Anxiety among College Students.

PUB DATE- Nov 84

NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 16, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Mathematics; *College Students; Educational Research; Higher Education; *Mathematics Anxiety; *Mathematics Instruction; *Secondary School Mathematics

IDENTIFIERS- *Mathematics Education Research

The purpose of this study was to contribute to greater understanding of the mathematics anxiety construct by: (a) identifying the independent dimensions underlying the item responses on the Math Anxiety Rating Scale (MARS); (b) developing factor scales to measure these dimensions; and (c) determining if specific personal and academic background variables can effectively serve as predictors of math anxiety as defined by the factor

researcher did field work involving mentally disabled individuals. He became so involved that his family ended up providing a home for one of the disabled girls. The author experienced a change in self-concept as a result of his research, which showed that counter-culture groups use the same approaches as the dominant culture to solve conflicts. Prior to his study he had very strongly associated himself with the counter-culture, but his personal orientation shifted away from this identification during the study. The conclusion is that personal effects of research should be acknowledged and discussed. (RM)

ED 251 334 SO 015 938

Sutlive, Vinson H., Ed.; And Others
Aging and the Aged in the Third World: Part I. Studies in Third World Societies. Publication Number Twenty-Two.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- Dec 82
NOTE- 177p.
AVAILABLE FROM- Studies in Third World Societies, Department of Anthropology, College of William and Mary, Williamsburg, VA 23185 ($5.00, students; $6.00, teachers).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); Case Studies; Cultural Influences; Demography; Developed Nations; *Developing Nations; Gerontology; *Global Approach; Industrialization; Migration Patterns; Modernization; *Older Adults; Parent Child Relationship; Population Trends; Poverty; Socioeconomic Influences; World Problems
IDENTIFIERS- Dependency (Economic); Gerontocide; *Third World

Problems regarding the aged in developing nations are examined. The aging of populations is now a global phenomenon, with crucial implications for the developing as well as the developed nations. Six articles are presented: "Introduction, Perspectives on Aging in the Third World" (Jay Sokolovsky), "What Can the Industrial World Teach the Third World about Aging?" (Marea Teski), "Decrepitude and Death-Hastening: The Nature of Old Age in Third World Societies" (Anthony P. Glascock), "The Motive for Gerontocide" (Robert J. Maxwell, Philip Silverman, and Eleanor K. Maxwell), "Increase of Elderly Poor in Developing Nations--The Implications of Dependency

ED 251 349 SO 016 018

Allan, Rod
Australia.

PUB DATE- Nov 84
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council for the Social Studies, Session on Multicultural/Multiethnic Education in Four Multicultural Societies (64th, Washington, DC, November 15-19, 1984). Light type throughout.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Cultural Awareness; Cultural Background; *Cultural Pluralism; *Educational History; Educational Needs; *Educational Practices; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Futures (of Society); History; Migrants; *Multicultural Education; Physical Geography; Program Descriptions; Program Development
IDENTIFIERS- *Australia

The cultural diversity of Australia and the status of multicultural education in Australian schools are examined. The first part of the paper discusses Australia as one of the most culturally diverse nations in the world. The author points out that Australia's delay in establishing a concept of multicultural education results from the fact that Australians have historically resented newcomers; migrants and refugees have been expected to learn English, to accept Australian values and standards, and to assimilate into the Australian way of life. The second part of the paper details initiatives in multicultural education since it received official recognition in the late 1970s. The country's multicultural educational objectives, which have been widely accepted by teachers but disappointingly implemented, are discussed. An Australian primary school cultural awareness program is described as an illustration of one successful innovation. The paper concludes by examining four areas in multicultural education that need reassessment. (RM)

their children. (RM)

ED 251 363 SO 016 052

Reck, Carleen; Coreil, Judith

Verifying the Vision: A Self-Evaluation Instrument for the Catholic Elementary School.

National Catholic Educational Association, Washington, D.C.

PUB DATE- 84

NOTE- 160p.; Project partially funded by a grant from the Knights of Columbus Father Michael J. McGivney Memorial Fund for New Initiatives in Catholic Education. Pages printed on colored paper will not reproduce clearly.

AVAILABLE FROM- NCEA Publication Sales, Suite 100, 1077 30th St., N.W., Washington, DC 20007-3852 ($10.00; $8.00 for 5 or more copies).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Catholic Schools; *Educational Assessment; Elementary Education; *Organizational Effectiveness; Philosophy; Program Evaluation; *Religious Education; School Community Relationship; *Self Evaluation (Groups)

IDENTIFIERS- Sample Forms

This self-evaluation instrument helps evaluation participants focus on the basic elements that have been universally recognized by the Catholic Church and its educators as well as on those factors that are considered essential to any sound educational process. The first of six chapters, chapter I, describes the purpose of the instrument. Chapter II outlines general preparation for the evaluation. Chapter III, the bulk of the document, contains the actual evaluation forms. A three-step process (awareness, assessment, and analysis) for completing the instrument is designed to assure readiness of the school community, provide for the actual assessment of the school, and provide for analysis to guarantee movement toward a long-range improvement plan. Five areas emphasized in this instrument include: philosophy, the Catholic school as community, the Catholic school in the community, the teaching/learning program, and organizational services. Summary forms conclude chapter III. In chapter IV, guidelines for the coordinator/consultant are briefly presented, followed by guidelines for the visiting team in chapter V. These guidelines focus on preliminary duties of a visiting chairperson, the

and types of cases. The five lessons in topic III, "The Judicial Process," are on arrest and booking, initial appearance and bail, plea bargaining, trial procedure and mock trial, and sentencing. Topic IV consists of a lesson on law enforcement. Topic V, "Corrections," covers the corrections systems, probation, parole, and problems in the correctional system in separate lessons. "Justice and the Law," topic VI, contains lessons defining justice, considering the application of justice, and examining the role of the U.S. Supreme Court in the justice system. For every lesson, objectives, teacher information, vocabulary, and at least three student activities are provided. A glossary, bibliography, audio-visual list, and community resource list are also included. (LP)

ED 251 377 SO 016 067

Sable, Martin H.
Latin American Research Resources.
PUB DATE- 83
NOTE- 631p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Economics; Education; Elementary Secondary Education; Fine Arts; Geography; Higher Education; Humanities; Information Sources; *Interdisciplinary Approach; Latin American Culture; Latin American History; Latin American Literature; Literature; Political Science; Resource Materials; Social Studies
IDENTIFIERS- *Latin America; *Latin American Studies

Over 2,000 research resources, most of which were published during the 1960's and 1970's, are listed in this annotated bibliography for students, teachers, librarians, researchers, and others interested in interdisciplinary resources on Latin America. Although there is a section listing materials for teaching children and young adults, the bulk of the book is aimed at the college and university level. Following a preface, the book is arranged in two major parts--a bibliography section and a directory section. Materials in the bibliography section are arranged by major discipline, then subdivided into alphabetical-geographic sequence by Latin American nation. General topics include biography, dance, economics, education, folklore, geography and geology, history, humanities, language, periodicals, law, librarianship, museums,

Peace and World Order Studies: A Curriculum Guide. Fourth Edition.
World Policy Inst., New York, NY.
REPORT NO.- ISBN-0-911646-20-2
PUB DATE- 84
NOTE- 746p.; For earlier editions, see ED 164 380 and ED 204 212.
AVAILABLE FROM- World Policy Institute, 777 United Nations Plaza, New York, NY 10017 ($14.95).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Case Studies; Civil Liberties; Course Content; Curriculum Guides; Ecological Factors; Economic Development; Filmographies; Futures (of Society); *Global Approach; Higher Education; Hunger; Interdisciplinary Approach; International Law; *International Relations; Justice; Organization; *Peace; Resource Materials; Secondary Education; Womens Studies; World Affairs; *World Problems
IDENTIFIERS- *World Order Studies

The fourth edition of this curriculum guide will help college, university, and secondary school educators design and update courses, familiarize themselves with new literature and resources, and plan and justify new academic programs in the study of global problems. While syllabus categories remain the same as in previous editions, several new syllabi sections have been added. Over 100 course syllabi and outlines drawn from a wide variety of disciplines, including political science, literature, anthropology, sociology, international law, engineering, physics, and the natural sciences are provided. Following a foreword and introductory essay in Part I, course syllabi in Part II are presented, arranged in the following sections: an overview of world problems; peacemaking and nonviolence; women and world order; world order education: teacher training; hunger and the politics of food distribution; ecological balance; international law and organization; human rights and social justice; world political economy and economic justice; militarism and the arms race; religious perspectives on justice and peace; culture, community, values, and change; regional studies; and alternative futures. A list of funding sources and a case study section describing the development and intellectual content of 31 major curriculum programs in the United States are included in Part III. Resources in Part IV include a filmography, a bibliography, an annotated list of organizations, and a list of journals and periodicals. (LH)

resource people by state. The final section contains bibliographies and resources, divided into the following headings: bibliography, bibliography according to type of publication, state humanities councils, major private and state historical societies and museums, League of Women Voters state chapters, and other organizations. (LP)

ED 251 404 SO 016 142

Elias, Robert; Woodbridge, Michael P.
Citizen Action and Social Change: A Bibliography.
Tufts Univ., Medford, Mass. Lincoln Filene Center for Citizenship and Public Affairs.
PUB DATE- Jul 84
NOTE- 107p.
AVAILABLE FROM- Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, MA 02155 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Activism; *Change Strategies; *Citizen Participation; Citizenship Education; Citizenship Responsibility; Community Action; Community Change; Economic Change; Higher Education; Political Influences; Resource Materials; Social Action; *Social Change

Over 1,200 references are cited in this bibliography of literature representing two major areas of citizen participation: community organizing and grassroots participation. Materials, most of which were published between 1970 and the present, deal mainly with local citizen activism that operates both inside and outside normal government channels. Accentuating many aspects of citizen activism, the bibliography (1) places grassroots participation in a general political and economic framework that illustrates the causes and conditions of activism, (2) is strongly action-oriented, (3) places activist strategies in the context of specific public policies, and (4) encompasses areas that citizen participation materials usually ignore. Fourteen sections focus on political theory and political movements, economic democracy and community economic development, general strategies and tactics, media strategies and communications, legal strategies and community justice, electoral politics for community groups, worker participation and workplace democracy, women and racial minorities, neighborhood action (housing, planning, welfare, and poverty), community ecology, community health and education, citizen action in human rights, and

ED 251 419 SP 025 425

Buchanan, Aaron; And Others
Instructional Risk Reduction: An Alternative to Instructional Remediation.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-81
PUB DATE- 1 Sep 83
NOTE- 42p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Ability; Educational Strategies; Elementary Education; *High Risk Students; *Instructional Development; Learning Activities; *Learning Problems; *Learning Strategies; Process Education; *Skill Development; Teaching Methods; Textbooks

There is a risk that some students will progressively slip further behind the pace of instruction across grade levels, particularly in the second through fourth grades. A combination of factors are related to instructional risk: (1) structure of skill development across more than one grade level; (2) organization of textbook lessons that provide instruction and practice within a particular grade level; and (3) the way teachers move students through a year's worth of lessons--especially how they make adjustments in what to cover for students who may not complete all topics within the textbook by the end of the school year. The first step in reducing instructional risk is identifying pivotal skills which have strong instructional linkages across grade levels. Risks to further learning are increased when there is little practice on skill units which are strongly linked to next year's instruction, when practice is located near the end of textbooks, or when practice is badly fragmented. Once pivotal skills are identified, students must be instructed in these skills at the appropriate time, and intensive practice on these skills should be provided. Sample specifications are presented for risk reduction resources, and types of exercises that may be used in sequence by the classroom teacher are provided. (JD)

ED 251 434 SP 025 443

Morine-Dershimer, Greta

Tapping Teacher Thinking through Triangulation of Data Sets. R&D Rep. No. 8014.

Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 85p.
CONTRACT- OB-NIE-G-83-0006-P1
AVAILABLE FROM- Communication Services, Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Observation Techniques; Classroom Research; Classroom Techniques; *Cognitive Processes; Comparative Analysis; *Data Analysis; *Interaction Process Analysis; Junior High Schools; *Research Methodology; Secondary School Teachers; Student Behavior; Student Characteristics; *Teacher Response; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Triangulation

Validity is a central issue in use of self-report data for the investigation of teacher thinking. "Triangulation," or use of several data sets to test, corroborate and elaborate each other, is one method for increasing validity of findings. This paper illustrates a process of triangulation of data obtained by three different data collection procedures: stimulated recall interviews; Kelly Repertory Grid interviews; and ethnographic observations of classroom interaction. Comparative case studies of two junior high school teachers are presented, and data are analyzed to provide information on teachers' cognitive processes and beliefs. Two new procedures for analyzing stimulated recall data are introduced. Starting with the stimulated recall data, each data set is examined in turn, and initial findings are tested, extended, and revised with the addition of each new data set. The potential power of the triangulation method is demonstrated, and potential problems are identified. (Author)

ED 251 448 SP 025 514

Emmer, Edmund T.
Classroom Management: Research and Implications. Research on Classroom Learning and Teaching. R&D Rep. No. 6178.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 84
NOTE- 64p.
CONTRACT- OB-NIE-G-80-0116-P2
AVAILABLE FROM- Communication Services, Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Class Organization; Classroom Research; *Classroom Techniques; Discipline; Elementary Secondary Education; *Social Reinforcement; *Student Behavior; Teacher Behavior; Teacher Effectiveness; *Teacher Response; *Teacher Student Relationship; Teaching Skills

Classroom management is conceptualized as a set of teacher behaviors and activities that are directed at eliciting study involvement or engagement in classroom activities and preventing disruption. Research on classroom management and discipline is reviewed and integrated into a three phase model. The first phase occurs prior to the beginning of school and includes the formation of expectations about behavior and work requirements along with room and materials preparation. A second phase occurs at the beginning of the school year; in this phase the teacher needs to be concerned with socializing students into the classroom setting and establishing appropriate behavior. The third phase occurs throughout the year and is focused on maintaining appropriate behavior. Research related to each phase in the management process is summarized and discussed, with an emphasis on describing the teaching skills and principles associated with effective management. (Author) caused tension among education faculty on many campuses. Foundations faculty often identify themselves with a "humanist" perspective, while administrators, increasingly pressured by state mandates and public calls for accountability, adhere to behaviorist management principles and practices. Thus, humanist faculty frequently find themselves with the problem of maintaining the integrity of their value system and their personal welfare, particularly in times of reduced resources. A review is presented of faculty appraisal systems and management styles of teacher education departments, and an analysis shows how these systems and styles affect the productivity, status, and morale of education faculty, especially foundations faculty. Examined are issues which relate to accountability, reward systems, faculty morale, and philosophical orientation in one teacher education department. Results of a career orientation inventory, which identified the career attitudes, needs, and values of 17 faculty members, are presented. An analysis of the results of the inventory, when examined in the context of salary and career advancement, indicated that foundations faculty suffer materially because of their philosophic base in the humanistic approach to education. (JD)

ED 251 463 SP 025 618

van der Mars, Hans

The Effects of Periodic Prompting on Selected Teaching Behaviors of Physical Education Student Teachers.

PUB DATE- 84

NOTE- 16p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 28-April 2, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Feedback; Higher Education; *Physical Education Teachers; Preservice Teacher Education; *Prompting; *Student Reaction; *Student Teachers; Student Teacher Supervisors; *Supervisory Methods; Teacher Behavior; *Teacher Supervision

A study was made on the efficacy of prompting as a supervisory aid to preservice physical education teachers. Three student teachers were prompted in specific behaviors during teaching sessions with their students. Communication was by way of a wireless microphone and a FM receiver with mini-earphone. The students were prompted

positive effect on reading comprehension and mathematics computation, and student attitudes toward school and studying. No impact on student attendance was noted. Students' parents saw the project as having a positive impact. (BW)

ED 251 478 TM 840 521

An Evaluative Overview of the Gloria Floyd Community School Academic Excellence Program.

Dade County Public Schools, Miami, FL. Office of Educational Accountability.

PUB DATE- Aug 83

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Elementary Education; Elementary School Teachers; *Enrichment Activities; High Achievement; *Parent Attitudes; *Program Evaluation; School Attitudes; *Student Attitudes; *Teacher Attitudes; Time Management

IDENTIFIERS- *Dade County Public Schools FL

The Gloria Floyd Academic Excellence Program (AEP) was designed as a school-based enrichment program for average and above-average students in grades one through six. The evaluation of this program involved discussions with the school administrator and program teacher, as well as a questionnaire-survey of AEP students, their parents, and regular classroom teachers. The majority of program students indicated that what was taught was important, that the instructional activities were enjoyable, and that they would like to spend more time in the program. From the students' perspective, participation in the AEP did not appear to occur at the expense of their "regular" classes in terms of keeping up with regular class assignments or negatively impacting grades. Positive impact was reported in terms of student interest in school. Most regular classroom teachers felt that they had received adequate communication regarding the AEP and that program design and procedures were appropriate and sufficiently non-intrusive with respect to the operation of their "regular" educational programming. A substantial percentage of responding parents felt that the amount of time students spent in the program should be increased. Parents were overwhelmingly supportive of the program design and procedures; however, a significant proportion felt that they would like more feedback regarding their children's progress.

School Improvement Project (Palm Beach, FL, November 1-6, 1982). Small print in several figures.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Change Strategies; *Curriculum Development; *Educational Change; Educational Innovation; Elementary School Science; Elementary Secondary Education; *Improvement Programs; Inservice Education; Institutional Cooperation; Instructional Materials; Principals; *Program Implementation; Research and Development; Student Evaluation; Teacher Attitudes; Teachers
IDENTIFIERS- *Concerns Based Adoption Model; Jefferson County School District CO; Palm Beach County Schools FL

This paper reports on two comprehensive multi-institutional collaborative efforts for school improvement. The two studies demonstrate that collaborative efforts involving multiple agencies and multiple agendas can be successful even when separated by considerable geographical distance. The school systems were concerned with implementing a locally developed curriculum; researchers, meanwhile, were investigating the implementation process and providing training. The conceptual framework used in both programs, the Concerns Based Adoption Model (CBAM), is summarized. Its diagnostic dimensions (Stages of Concern about the Innovation, Levels of Use of the Innovation, and Innovation Configuration) are discussed. The planning, implementation, and evaluation of the two case studies are summarized: the Jefferson County (JeffCo) (Colorado) Schools program to improve elementary science curriculum and instruction; and the Palm Beach (Florida) Schools development and implementation of the Unified Curriculum program. The JeffCo case provides a clear example of a concerns-based implementation effort and illustrates how the diagnostic dimensions of the CBAM can be used to plan, monitor, and intervene in improvement efforts. Addressing teacher concerns is emphasized. The Palm Beach study emphasizes principal inservice training for the role of implementaion facilitation. The collaboration of research teams from schools mentioned above and from the Research and Development Center for Teacher Education at the University of Texas at Austin led to the formulation of seven key principles for school improvement; six important unresolved issues are also presented. (BS)

ED 251 492 TM 840 770

Bachelor, Patricia; Buchanan, Aaron

Using Cluster Analysis to Solve Real Problems in Schooling and Instruction.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SWRL-TR-85
PUB DATE- 17 May 84
NOTE- 44p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cluster Analysis; Cluster Grouping; Computer Software; Correctional Education; *Evaluation Methods; *Instructional Improvement; *Mathematics Skills; Quantitative Tests; *Remedial Mathematics; Research Design; Secondary Education; Statistical Studies; *Student Evaluation
IDENTIFIERS- Evaluation Problems; Pre Algebra; Training and Employment Prerequisites Survey

This report describes cluster analysis methodology and illustrates its potential merits for educational research by describing a study designed to identify the natural subgroups existing among students beginning a secondary level remedial mathematics course. Cluster analysis forms groups of relatively homogeneous subjects represented in large data blocks that contain several different observations for each subject. While recently developed software packages make the computation more manageable, identifying the optimal number of clusters, and making sense out of them, requires considerable knowledge of the subjects and variables being clustered. Cluster analysis was applied to data from the two Prealgebra surveys of the Training and Employment Prerequisites Survey given to almost 1,500 wards of the California Youth Authority enrolled in remedial mathematics classes. The Prealgebra Surveys cover the skills and concepts most common to mathematics instruction up through grade 7. Results indicate that even fairly well prepared students will be unsuccessful in traditional remediation programs which focus first on mastery of all types of complicated computational skills. Instead, general mathematics instruction should consist of one course that redevelops basic concepts and skills for handling fractions and decimals, and another course on more advanced topics in general mathematics applications or an introduction to algebra where the requirements for complicated forms of computation are carefully controlled. (BS) involved in staff development. Following descriptions and discussions of: (1) how power and authority are distributed in the system; (2) the functions of staff development and the motivations of participants; and (3) the capacity of staff development programs to maintain direction, maintain coordination, and exercise control over resources, two related arguments are advanced: (1) the way schools are presently organized places considerable pressure on the staff development enterprise to keep things from getting worse and distracts attention from the intended purpose of staff development, which is to make things better, and (2) until the maintenance system of schools (i.e., the system that keeps things from getting worse) is considerably enriched, there is little likelihood that change-oriented staff development can systematically succeed. On the basis of the descriptive material and the analysis, some concrete suggestions are made regarding how staff development might be improved. Appended are materials relating to the initial research questions, program selection criteria, descriptions of the programs studied, and recommendations made by the researchers on the question of merit pay. (CMG)

ED 251 520 UD 023 390

Alves, Michael
Cambridge Desegregation Succeeding.
Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
PUB DATE- Jan 83
NOTE- 17p.; For related documents, see UD 023 155-156 and UD 023 396-399; Document may have marginal reproducibility.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Desegregation Effects; *Desegregation Plans; Elementary Education; Government Role; *Open Enrollment; *School Choice; School Desegregation; State Government
IDENTIFIERS- *Massachusetts (Cambridge)

This paper provides an overview of the controversy concerning "freedom of choice" desegregation plans and presents a case study of the plan adopted by Cambridge, Massachusetts, in 1981. Following the introduction, a short explanation of the plan's distinctive feature, controlled open enrollment, is given. (Under controlled open enrollment, no students are assigned to schools on the basis of their home residence. Instead, parents must choose the schools

hypothesis argues that schools do have a great impact on student achievement. Criteria for identifying effective schools have been advanced, and have served as a basis for various school improvement programs. In conclusion, it has been argued, any hypothesis chosen to guide the education of minorities must reflect the American values of equality, justice, and human dignity. (KH)

ED 251 535 UD 023 909

Perilla, Alejandro; Orum, Lori S.
Community Access to Information on Education: A Case Study on the Education Block Grant.
National Council of La Raza, Washington, D.C.
PUB DATE- Sep 84
NOTE- 25p.; Figure 3 may not reproduce clearly due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Block Grants; Community Organizations; *Disclosure; Elementary Secondary Education; *Federal Aid; *Hispanic Americans; Information Needs; *Parent Participation; Parent Rights; Parent School Relationship; *Resource Allocation
IDENTIFIERS- *Access to Information; *Education Consolidation Improvement Act Chapter 2

This paper reports on the effects of the Education Block Grant, created as Chapter 2 of the Education Consolidation Improvement Act (ECIA) in 1981. Special focus is given to the availability of information about the way its funds are applied at public schools within the Hispanic community. An introduction argues for the right and responsibility of parents to participate in the education of their children, but claims that parents, especially those belonging to minority groups, have often been denied access to the information needed for meaningful involvement. Legislative background on the Block Grant is presented, with some discussion of related government programs. The current structure of Chapter 2 and the differing roles of State and local education agencies are described. Next, provisions in Chapter 2 for granting community access to public school information are outlined, and a La Raza survey of Hispanic community-based organizations is described: A group of organizations were asked to gather information about the Chapter 2 program from the local education agencies in their communities; results indicate that the participating organizations encountered many obstacles. A conclusion contends that the Federal

employing personnel with the appropriate language and culture, can organize parents and other community members around a single salient school issue. The resulting groups are "autonomous" community organizations rather than "auxiliary" school-community groups. (CMG)

ED 251 550 UD 023 940

A Position on "A Nation at Risk."
National Alliance of Black School Educators, Inc., Washington, DC.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Students; *Educational Change; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; Federal Government; Government Role; Minority Groups; Position Papers; Racial Discrimination; Student Needs; Teacher Responsibility
IDENTIFIERS- *National Alliance of Black School Educators; National Commission on Excellence in Education

The National Alliance of Black School Educators (NABSE) supports the basic view of "A Nation at Risk," which calls for immediate educational reform. But NABSE is troubled by the report's neglect of the special needs of Black and poor students. "A Nation at Risk" lacks compassion for those not of the "fittest," and admonishes students to achieve more or become discards. Failing to hold teachers and administrators responsible for their own performance, the report does not realize that a teacher candidate's high test scores do not mean he or she would be sensitive to the demands of educating students of a different race or class. In summary, NABSE's position on "A Nation at Risk": (1) supports the twin goals of equity and high quality and the creation of a Learning Society; (2) approves of the New Basics (but recommends inclusion of African-American studies); (3) endorses the Federal government's primary responsibility in leading and funding reform; (4) believes that immediately raising standards for student performance would criminally compound the problem of early educational neglect of minority students; (5) supports higher salaries for teachers, but does not believe these would necessarily assure teacher commitment to educate all children; and (6) urges the establishment of a national scholarship program to attract teacher candidates who have

1) less emphasis on "gradual" improvement; and (12) the key role of the courts in improving achievement. (RDN)

ED 251 565 UD 023 957

Miller, Marcia W., Comp.

Family Life Education Curriculum for Pre-Adolescents.

Mount Vernon Public Schools, N.Y.

SPONS. AGENCY- New York State Dept. of Health, Albany. Div. of Child Health.

PUB DATE- 84

NOTE- 179p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adolescents; Curriculum Guides; Elementary Secondary Education; *Family Life; Interpersonal Relationship; Lesson Plans; Preadolescents; Reproduction (Biology); Self Esteem; Sex Role; *Sexuality; Values Clarification

A curriculum on family life and human sexuality for Grades 5-9 which attempts to deal with both facts and emotions was developed in the Mount Vernon Public Schools (New York). The raising of self esteem and the development of personal and social skills are focused on throughout. The following topics are covered in 12 separate units: (1) positive personhood; (2) puberty changes; (3) about boys; (4) about girls; (5) human reproduction and pregnancy; (6) birth, babies, and parenting; (7) families; (8) sex roles; (9) values, decisions, and life goals; (10) communication; (11) relationships; (12) problems and solutions. Each unit is composed of three components: (1) a unit plan (a description of desired outcomes, an overview of concepts, relevant factual information, and a vocabulary list); (2) a lesson outline (listing tactics for motivating students and organizing lessons); and (3) evaluation procedures or tests (sample quizzes and attitude surveys). Following suggestions to the teacher for using the curriculum, a bibliography, a resource list, and lesson overview outlines are presented, with information on materials and time necessary to carry out each lesson. (KH)

ED 251 580 UD 023 978

Evaluation of Post-Arrival Programs and Services.
Australian Inst. of Multicultural Affairs, Melbourne (Australia).
REPORT NO.- ISBN-0-949890-05-7
PUB DATE- May 82
NOTE- 352p.; For a summary document, see UD 023 979.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Civil Rights; Coordination; Cultural Pluralism; Elementary Secondary Education; Foreign Countries; *Government Role; *Immigrants; Information Needs; Information Services; Land Settlement; Migrant Problems; *Migrant Programs; Migrant Welfare Services; Migration Patterns; Multicultural Education; *Program Effectiveness
IDENTIFIERS- *Australia

This book assesses the effectiveness of recommendations implemented after the release of the Australian government's "Report of the Review of Post-Arrival Programs and Services for Migrants" in 1977. In general, the implementation of the Report's proposals has been of substantial benefit to migrants (both newly arrived and longer resident), to Australia's ethnic groups, and to the community as a whole. The Report's guiding principles remain relevant, but some changes may be needed to attain its broader goals, those not easily reached through specific programs. After three opening chapters, providing (1) a broad overview, (2) an explanation of evaluation methodology, and (3) a demographic analysis of Australian migrants (1976-1986), each succeeding chapter describes and makes recommendations for a different migrant program or problem area: (4) the initial settlement program; (5) the adult migrant education program; (6) the child migrant education program; (7) the multicultural education program; (8) the use of bilingual staff in public agencies, and the provision of translator and interpretor services; (9) information needs and provision; (10) migrant welfare; (11) special needs; (12) the law and civil rights; (13) broadcasting and the arts; and (14) program coordination. Information regarding past and future expenditures appears at the end of each program or project areas and the book concludes with a summary of major recommendations. (KH)

practice in bilingual education for the San Ysidro School District (California). Prefaced by excerpts from the state legislation enacting bilingual education and a statement of the district's bilingual-bicultural education philosophy, the handbook delineates the membership, selection procedures, and duties/responsibilities of the district bilingual advisory committee and the school bilingual committee. A section on the roles of teachers and aides addresses their duties and responsibilities, how to work with others, which students to help, what to do, nature of their contributions, whom to work with, and how their work is appreciated. Entry criteria for Spanish or English reading is listed along with the principal sources of instruction for grades K-5. The handbook includes a pupil profile card; a Spanish student progress card; sample daily class schedules for both the English-only and the bilingual programs; descriptions of the Language Development Specialist Program, the various tests used, the Bilingual Syntax Measure and its categories; and the district's testing schedule. Appended are sample letters to parents, reclassification forms and notices, and sample writing exercises. (NQA)

ED 251 252 RC 014 759

Archiquette, Robert, Ed.; Delgado, Louis, Ed.
Statement of Purpose. Chicago American Indian Community Organizations Conference (1st, Chicago, Illinois, June 25-26, 1981).
Native American Educational Services, Inc., Chicago, Ill.
PUB DATE- 81
NOTE- 42p.
AVAILABLE FROM- NAES College Bookstore, 2838 W. Peterson, Chicago, Ill. 60659 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indians; *Community Cooperation; *Delivery Systems; Economic Development; Educational Needs; Employment; Health Needs; Housing Needs; Legal Aid; *Needs Assessment; Nonreservation American Indians; Objectives; *Policy Formation; Public Relations; Social Services; *Urban American Indians; Youth
IDENTIFIERS- *Illinois (Chicago)

A total of 135 representatives of 35 tribes and members of 22 Indian community organizations, program, and clubs providing services to the approximately 20,00 people who make up the Chicago

NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Bilingual Students; *Cognitive Ability; Cognitive Measurement; Comparative Testing; Discriminant Analysis; *Hispanic Americans; *Preschool Children; Preschool Education; *Psychomotor Skills; *Verbal Ability
IDENTIFIERS- Cooperative Preschool Inventory; *Monolingual Students

To ascertain differences in cognitive ability, 50 monolingual and 50 bilingual Hispanic children enrolled in the same remedial education program for preschool four-year-old children in a large, urban school district in Arizona were administered the Cooperative Preschool Inventory in English. Subjects were matched on the basis of total scores to ensure that possible confouding variables of cultural differences, age, socioeconomic status, and total ability were controlled. Six motor response subscales comprised of 35 items were formulated: (1) knowledge of body parts, (2) the ability to follow simple or complex instructions, (3) following complex directions, (4) general knowledge, (5) quantitative knowledge, and (6) perceptual-motor coordination. A discriminant analysis followed by univariate F tests indicated monolinguals were superior to bilinguals in knowledge of body parts, whereas bilinguals were superior to monolinguals in the ability to follow complex directions and in perceptual-motor coordination. Although the latter conclusion provides supportive evidence for the beneficial effects of bilingualism, further study is needed. (Author/MM)

ED 251 266 RC 015 042

Trujillo, Roberto G.; And Others
Literatura Chicana. A Comprehensive Bibliography (1980-June, 1984). Working Bibliography Series No. 1.
Stanford Univ., Calif. Libraries.
PUB DATE- Jun 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Anthologies; Autobiographies; *Cultural Background; Doctoral Dissertations; Encyclopedias; Fiction; Folk Culture; *Hispanic American Culture; Literary Criticism; Literature Reviews; *Mexican American Literature; *Mexican Americans; Novels;

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Change; Administrative Organization; Agriculture; Farm Management; Federal Legislation; *Governmental Structure; Government Role; Hearings; Housing; *Policy Formation; *Public Agencies; Rural Areas; *Rural Development; Rural Environment; Soil Conservation
IDENTIFIERS- Congress 98th; *Department of Agriculture; Farmers Home Administration; Proposed Legislation; *Soil Conservation Service; Special Interest Groups

Testimonies were heard in reference to the administration's annual rural development policy report and H.R. 5024, the Rural Development Reorganization Act of 1984. The bill provides that the Department of Agriculture shall be known as the Department of Agriculture and Rural Development, transfers the administration of certain conservation programs from the Farmers Home Administration to the Soil Conservation Service, establishes the Rural Development administration within the Department of Agriculture and Rural Development, transfers the administration of certain rural housing programs from the Farmers Home Administration to the Rural Development Administration, and provides that the Farmers Home Administration shall be known as the Farm Administration. Twenty-six representatives offering testimony to the hearing included spokespeople from: National Association of Conservation Districts; Public Works and Economic Development Association; Ruritan National; National Rural Electric Cooperative Association; National Association of Community Health Centers; Rural America; National Rural Housing Coalition; National Grange; National Farmers Union; National Association of Towns and Townships; American Agriculture Movement, Inc.; Council for Rural Housing and Development; National Association for Transportation Alternatives; and American Farm Bureau Federation. Written documentation submitted to the hearing is also attached. (ERB)

ED 251 280 RC 015 076

Ruesink, David C.
Land Grant and State Universities' Current Involvement in Clergy Continuing Education.
PUB DATE- 24 Aug 84
NOTE- 4p.; Paper presented at the Annual Rural Sociology Society Meeting (College Station, TX, August 24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

potential interest to these individuals include: how science educators can compose, select, and use science textbooks and other materials; the theoretical and applied relationships between the intellectual process skills of science and reading skills; and the use of such non-school print materials as "Newsweek" and scholarly materials like "Scientific American." One mechanism for achieving these goals is for science and reading educators to acquaint themselves with each other's theoretical orientations and not be limited by theoretical issues and methodological techniques. (JN)

ED 251 293 SE 045 231

Sacks, Arthur B., Ed.
Monographs in Environmental Education and Environmental Studies. Volume I.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; North American Association for Environmental Education, Troy, OH.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 222p.; Photographs may not reproduce well.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($7.25).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Church Role; Computer Simulation; Definitions; Economics; *Educational Objectives; Elementary Secondary Education; *Environmental Education; Instructional Materials; Locus of Control; *Nonformal Education; Politics; Program Evaluation; Technology; *Urban Environment; *Water Resources
IDENTIFIERS- *Acid Rain; *Environmental Education Research

The first section of this document contains definitional papers prepared by three sections of the North American Association for Environmental Education (NAEE). They are: (1) "The Challenges of K-12 Environmental Education" (Harold Hungerford and Trudi Volk); (2) "'Environmental Studies': Towards a Definition" (Royal Harde); and (3) "Nonformal Environmental Education: An Overview and

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Environmental Education; Environmental Influences; Federal Legislation; Intermediate Grades; Junior High Schools; *Learning Activities; Outdoor Activities; *Wildlife; *Wildlife Management
IDENTIFIERS- *Hunting

The materials in this educational packet are designed for use with students in grades 4 through 7. They consist of an overview, three lesson plans, student data sheets, and a poster. The overview discusses hunting as a tool for wildlife management, the management of wildlife populations and hunter participation in providing research data, and the economic aspects of hunting. A glossary and list of reference materials are included. The lesson plans provide a list of learning outcomes, instructional strategies, a list of materials needed, and an activity review sheet. Lesson activities include: (1) investigating the capture/recapture method of estimating animal populations; (2) playing a game which shows how wildlife populations fluctuate in response to environmental factors; and (3) taking part in a deer management exercise. The two-sided poster shows a collage of hunting scenes from prehistoric times to the present (side 1) and a series of graphs and charts illustrating the contributions hunters have made to conservation through the years (side 2). A student fact sheet on the Federal Aid in Wildlife Restoration Act (the Pittman-Robertson Program) is also provided. (JN)

ED 251 307 SE 045 257

Wildlife Conflicts? Issue Pac.
Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; National Inst. for Urban Wildlife, Columbia, MD.
PUB DATE- 84
NOTE- 39p.; Poster has been removed due to size. Will be available in original packet.
AVAILABLE FROM- National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

scales. The MARS was administered to 197 college students, and the responses were factor analyzed. Twenty-one factors were found; the first two components accounted for approximately 33% and 7% of the variance in MARS scores. The first item was labelled Math Test/Course Anxiety, while the second item concerned Numerical Task Anxiety. More anxiety was stimulated by mathematics test items than by numerical task items. Analysis of variance procedures indicated that students who had taken Algebra II in high school experienced significantly less math anxiety than students who had not taken Algebra II, and those with A's and B's in Algebra or Geometry experienced significantly less math anxiety than did students with poorer grades. It is suggested that student performance in high school mathematics courses be monitored, and early intervention provided. (MNS)

ED 251 321 SE 045 275

McGeever, James M.
State and Local Initiatives to Alleviate Teacher Shortages in Mathematics and Science. AEL Occasional Paper 014.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 50p.
CONTRACT- 400-83-0001-P6
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Planning; Educational Research; *Incentives; *Mathematics Education; *Retraining; *Science Education; Secondary Education; Secondary School Teachers; *Teacher Education; *Teacher Shortage
IDENTIFIERS- Mathematics Education Research; Ohio; Science Education Research

The first portion of this document presents a review of literature indicating shortages of teachers in mathematics and science. In the second portion, solution strategies are discussed. Twenty-two states have initiated financial-incentive programs, while 27 states have used training or retraining programs. Federal, state, and local efforts are then described, followed by a description of college-based retraining programs in Ohio. Finally, recommendations are made. Several success factors were identified across all efforts: effective programs were based on identified needs; were

Theory and Modernization Theory for the Aging of World Population" (Masako Osako), and "Toward a Comparative Perspective on Filial Response to Aging Populations" (Robert L. Rubinstein and Pauline T. Johnsen). Notes on the contributors are provided. (RM)

ED 251 335 SO 015 946

Seiferth, Berniece B; And Others
History and Art: The Heart of Art.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Art Education; *Art History; Buddhism; Christianity; Cultural Awareness; Higher Education; *History Instruction; *Interdisciplinary Approach; Islamic Culture; *Religion; Religious Cultural Groups; Secondary Education; World History
IDENTIFIERS- China; Hinduism; India; *Religious Art; Renaissance; Russia

Learning to appreciate religious art and to understand the interdependence of history and art are basic to the foundations of culture. Students need to be exposed to the art of the diverse adherents of all major religions in order to understand the beliefs and practices of others. Students can examine religious art from ancient times, including sacred spaces set aside to summon sacred deities (e.g., Stonehenge in England) and the drawings and paintings of animals found on the walls of caves in southwestern Europe. Students can also examine the effects that Christianity had upon sculpture, painting, churches, cathedrals, and stained glass; the Renaissance influence; how the conflict between the Christian religion and the affairs of state in Russia resulted in the building of magnificent cathedrals; how history influenced the work of some artists who attempted to portray the world around them, especially the world of the downtrodden; the art of Islamic culture; and the art of Buddhism and Hinduism in India and China. (RM)

ED 251 350 SO 016 019

Dilzer, Robert J., Jr.
Including the Study about Religions in the Social Studies Curriculum: A Position Statement and Guidelines.
PUB DATE- Nov 84
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Objectives; Educational Objectives; Elementary Secondary Education; Guidelines; Religion; *Religious Education; *Social Studies

Based on a National Council for the Social Studies position statement on the essentials of social studies, a rationale for teaching about religions in the social studies is presented. The author's rationale includes the following points: (1) that knowledge about religion is not only characteristic of an educated person but also necessary for understanding and living in a world of diversity, (2) that knowledge of religious differences and the role of religion in the contemporary world can help promote understanding and alleviate prejudice, (3) that omitting study about religions gives students the impression that religion has not been and is not now a significant part of the human experience, and (4) that knowledge of the religious dimension of human history and culture is needed for a balanced and comprehensive education. Following the rationale, supporting statements by Supreme Court Justice Tom Clark in the case of "Abington versus Schempp" and the concurring opinion of Justice William Brennan are quoted. Fourteen guidelines for the study of religion, nine course objectives for a semester-length course entitled "Religions of Men," and a course outline are presented. Course topics include: introduction to religious studies, Judaism, Zoroastrianism, Christianity, Islam, Hinduism, Buddhism, Jainism and Sikhism, Confucianism and Taoism, and Shinto. A bibliography listing over 50 books, periodicals, filmstrips, slide presentations, and organizations dealing with religious studies concludes the paper. (LH)

ED 251 351 SO 016 022

instruction and orientation of a visiting team, the written report, and follow-up duties. The final chapter, chapter VI, focuses on designing and implementing an improvement plan; it is followed by sample forms, a guide for ordering, and a glossary of terms. (LH)

ED 251 364 SO 016 053

Hawker, James; Bowman, Thea

The Non-Catholic in the Catholic School.

National Catholic Educational Association, Washington, D.C.

PUB DATE- 84

NOTE- 31p.; Produced by the Department of Religious Education.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Admission Criteria; Catholic Educators; *Catholic Schools; Cultural Awareness; Cultural Differences; Cultural Pluralism; *Educational Objectives; Elementary Secondary Education; Parent Role; Religion; Religious Differences; Teacher Role; *Teacher Selection

IDENTIFIERS- Catholic Church; *Non Catholic Students

Guidelines and principles concerning the role of non-Catholic parents, teachers, and students in Catholic schools are discussed in two articles. In recent years in the United States the number of non-Catholic teachers and, especially, of non-Catholic students in Catholic schools has grown. Non-Catholic enrollment has increased from 2.7 percent in 1970 to 10.6 percent in 1983. In the first article, "The Schools as an Evangelizing Community: Guidelines regarding Teachers, Pupils and Parents," the Reverend James Hawker examines the nature, mission, and responsibility of the Catholic church and discusses things to consider in the hiring of a non-Catholic teacher in a Catholic school, criteria for the admission of non-Catholic pupils, and topics which should be discussed with non-Catholic parents. In the second article, "Religious and Cultural Variety: Gift to Catholic Schools," Sister Thea Bowman stresses that the presence of non-Catholics in Catholic schools can help children learn about and appreciate other religions and, thus, better prepare them for life in a pluralistic, multi-ethnic, multi-cultural world. (RM)

scientific institutions, literature, mass communication, music, philosophy, political science, psychology, reference books, religion, social science and socio-economic-political conditions, Spanish-speaking residents of the United States, and theater arts. The directory section contains lists of: colleges and universities offering courses in Latin American studies; research and training centers; professional associations; government agencies; foundations; libraries, information centers, and data banks; book publishers; book dealers; periodical subscription agents; and Latin American specialists in the United States. While most of the titles are in English and Spanish, all annotations are in English. Separate author and subject indexes for the bibliography section and a general index for the directory section conclude the document. (LH)

ED 251 378 SO 016 069

Howick, William H.

Towards a Theoretical Basis for Programs of Student Behavior.

PUB DATE- Nov 84

NOTE- 10p.; Paper presented at the Annual Convention of the American Educational Studies Association (San Francisco, CA, November 8-11, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Classroom Communication; Communication Problems; Counseling Theories; Decision Making; Discipline Policy; *Educational Environment; Educational Objectives; Educational Policy; Educational Practices; *Educational Theories; Elementary Secondary Education; Higher Education; Interpersonal Communication; Laws; *Student Attitudes; *Student Behavior; Student Records; Student Rights; Teacher Attitudes; Values

The historical background, principles, and practices of two major theories concerning student behavior are described. Theory A is religiously based and can be traced back to the biblical "Garden of Eden." It views human nature as fundamentally evil, the school as a means of both controlling and overcoming the child's innate propensities to wrong-doing, and school officials as morally qualified to be both examples to follow and determiners of reward and punishments for the students entrusted to their care. Theory B

ED 251 391 SO 016 098

Liberty Centennial Student Campaign Manual.
Statue of Liberty-Ellis Island Foundation, New York, NY.
PUB DATE- 84
NOTE- 32p.; Provided by the New York Times. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Involvement; Elementary Secondary Education; Fund Raising; Immigrants; Instructional Materials; Learning Activities; Social Studies; *United States History
IDENTIFIERS- *Historic Sites; *Landmarks; New York (Ellis Island); *Statue of Liberty

Background readings and project ideas to involve elementary and secondary school students in fundraising for the restoration of the Statue of Liberty are provided. Materials can be divided into two sections. The first section, background readings, contains President Ronald Reagan's opening remarks at the ceremony introducing the Statue of Liberty-Ellis Island Centennial Commission; "Lady Liberty Needs You," an address to students from commission chairman Lee Iacocca; a statement of support from the National Education Advisory Committee; background goals of the Statue of Liberty-Ellis Island Foundation; a history of the Statue of Liberty; and a history of Ellis Island and its role in immigration. The second section contains activity ideas for several subject areas and guidelines on how to set up a Liberty Centennial school or association campaign. Additional information includes a bibliography, a list of members of the National Education Advisory Committee, a chart of the Statue of Liberty restoration plans, and Statue of Liberty vital statistics. (LP)

ED 251 392 SO 016 101

Drake, Christine
The Challenge to Promote Understanding of and Change Attitudes toward the Third World.
PUB DATE- Oct 84
NOTE- 46p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Toronto, Ontario, Canada, October

cross-national participation. The final section contains a listing of grassroots periodicals. An author index concludes the bibliography. (LH)

ED 251 405 SO 016 146

Glickman, Yaacov; Bardikoff, Alan
The Treatment of the Holocaust in Canadian History and Social Science Textbooks.
League for Human Rights of B'nai Brith, Canada, Downsview (Ontario).
REPORT NO.- ISBN-0-9691094-0-7
PUB DATE- Jun 82
NOTE- 113p.; Tables in Appendix E contain small print that may not reproduce clearly.
AVAILABLE FROM- League for Human Rights of B'nai Brith, 15 Hove St., Downsview, Ontario, Canada M3H 4Y8 ($7.00 Canadian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *History Instruction; Secondary Education; *Social Sciences; Social Studies; *Textbook Content; *Textbook Evaluation
IDENTIFIERS- Canada; *Canadian Studies; *Holocaust

The degree to which Canadian history and social science textbooks inform and sensitize Canadian students to the events of the Holocaust is examined. Evaluated by a panel of independent judges and presented in comparative perspectives, 72 history and social science textbooks authorized for use in Canada's secondary schools were found to have offered inadequate treatment of the subject matter. The findings remained consistent on all measures of which the evaluation scale was comprised and ways in which data were manipulated. The poor performance shown by the textbooks analyzed held on both quantitative and qualitative measures employed in the evaluation process. In addition, 208 high school students of the Toronto area polled for the purposes of this report confirmed the rather meagre contribution of current textbooks to the understanding and knowledge of the Holocaust. The causes for the textbook profile unfolded in this report are attributed, in part, to the structure of domination and power relations in Canada of which the school curriculum is an expression. The applicability of the findings to the general character of Canadian educational processes and the way they respond to the plight of other minority groups are also discussed. (Author/LH)

ED 251 420 SP 025 426

McIntyre, D. John; Norris, William R.
Student Teaching Triad Communication Survey.
PUB DATE- 80
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Skills; *Conflict Resolution; *Cooperating Teachers; Discourse Analysis; Feedback; Higher Education; Preservice Teacher Education; Student Teachers; *Student Teacher Supervisors; Supervisory Methods; Teacher Student Relationship; Training Methods

A training instrument, designed for cooperating teachers and university supervisors, allows them to examine their willingness to give and receive feedback from their student teachers and each other. The "Student Teaching Triad Communication Survey" contains ten questions dealing with willingness to receive feedback and ten questions dealing with willingness to provide feedback. Each question contains a statement of a situation in which the possibility of conflict or misunderstanding exists. Two alternative resolutions are provided. Respondents may indicate which of the alternatives would be more characteristic of the way they would behave in the described situation. A numerical rating scale is provided which allows responses to be weighed toward one alternative or the other. The scoring system is devised to develop a profile of the individual's receptivity to giving and receiving feedback, and openness to full communication. (JD)

ED 251 421 SP 025 429

Accreditation Standards for Approved Teacher Education Programs.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 27 Sep 84
NOTE- 33p.

ED 251 435 SP 025 444

Nespor, Jan; And Others
The Teacher Beliefs Study: An Interim Report. Research on the Social Context of Teaching and Learning. R & D Report No. 8020.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 84
NOTE- 190p.
GRANT- NIE-G-80-0116
AVAILABLE FROM- Communication Services, Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Community Influence; Decision Making; Junior High Schools; *Organizational Climate; Research Methodology; *Secondary School Teachers; Socioeconomic Influences; *Student Characteristics; *Teacher Attitudes; Teacher Behavior; Teacher Student Relationship; Teaching Conditions
IDENTIFIERS- *Teacher Beliefs Study

A multiple-method study of junior high school teachers' beliefs and classroom behavior focused on teachers' perceptions of teaching tasks and processes, on how their beliefs and behavior are shaped, and on constraints by outside influences. These influences, which make up the context of teaching, include organizational and community influences on teaching, constraints arising from the nature of the students being taught, and constraints originating in the task structures of the classroom organization. Data for the study were gathered during the 1982-83 and 1983-84 school years. Eight teachers in 3 schools were observed, videotaped, and extensively interviewed over a 12 week period. The conceptual framework, design, methodology, and analysis scheme for the study are described. Extensive reviews of research on teachers' beliefs, attributional processes, and decision-making strategies, as well as reviews of research on contextual influences on teachers' actions in the clasroom, are included. Various methodological approaches to the study of teacher beliefs are reviewed, and rationales for the selection of study methodologies are provided. (JD)

ED 251 449 SP 025 515

Clark, Christopher M.; Peterson, Penelope L.
Teachers' Thought Processes. Occasional Paper No. 72.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 84
NOTE- 159p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824, ($13.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aptitude Treatment Interaction; Cognitive Processes; *Decision Making; Elementary Secondary Education; *Evaluative Thinking; *Instructional Design; Lesson Plans; *Student Reaction; *Teacher Characteristics; *Teacher Response; Teacher Student Relationship; Teaching Styles

This review summarizes and synthesizes the research literature on teachers' thought processes from about 1970 to 1983. The literature is organized under four major headings: teacher planning, teachers' interactive thoughts and decisions, teachers' attributions, and teachers' implicit theories. The paper also includes a theoretical model of the relationships among the four major topics reviewed, as well as their relationships to teacher and student behavior and to the contexts of school and classroom. It is concluded that more than a decade of research on teachers' thinking has taught as much about how to think about teaching as it has about the thought processes of teachers. More integrated research efforts are called for, in which the several aspects of teachers' cognitive activity, typically studied in isolation, are examined in all of their interactive complexity. (Author/DG)

ED 251 450 SP 025 516

Lanier, Judith E.; Little, Judith W.
Research on Teacher Education. Occasional Paper No. 80.
Texas Univ., Austin. Research and Development Center for Teacher

on: (1) use of positive behavior feedback; (2) use of positive skill feedback; (3) use of pupils' first names; and (4) use of gymnasium scans. The following conclusions were drawn from an analysis of videotaped sessions: (1) Periodic prompting resulted in limited increases in the use of positive skill feedback and pupils' first names by physical education student teachers; (2) Periodic prompting did not increase the use of positive behavior feedback and gymnasium scans; and (3) The impact of prompting as a primary supervisory intervention appears limited. A discussion of the findings includes graphs depicting the behaviors of each of the three subjects. (JD)

ED 251 464 SP 025 621

Holman, E. Riley; Kumar, V. K.
Imagination: Teachers' Perceptions of What It Is!
PUB DATE- Feb 83
NOTE- 12p.; Paper presented at the Eastern Educational Research Association Conference (6th, Baltimore, MD, February, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Ability; Concept Formation; *Creative Thinking; Creativity Research; Divergent Thinking; Elementary Secondary Education; *Imagination; Problem Solving; *Teacher Attitudes; Visualization

If education is concerned with imagination, it is important to know how educators perceive the term. For this purpose, an attempt was made to categorize ways in which teachers conceptualize imagination. Responses were obtained in a survey from 120 teachers who were registered in a graduate course on creative thinking. Participants ranged in age from young adults to middle age and included both males and females who taught at all levels from elementary through college. They were given approximately ten minutes to write their definitions of imagination. A content analysis of their responses showed that, in varying proportions, they viewed imagination as: (1) a thought process (thinking/mental activity); (2) dreaming, fantasizing, mind-wandering, visualization; (3) the basis of creative thinking (uniqueness, fluency, flexibility, originality of ideas and products); (4) an ability; (5) beyond ordinary thinking (not limited by reality, personal inhibitions, or logic; a way of seeing ordinary things

(BW)

ED 251 479 TM 840 555

Hagen, Randi; Olofson, Sharon
California Assessment Program Survey of Basic Skills, 1982-83. Annual Report, Grades 3, 6, and 12.
Mount Diablo Unified School District, Concord, Calif.
PUB DATE- 83
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Elementary Secondary Education; Grade 3; Grade 6; Grade 12; Mathematics Skills; Profiles; *School Districts; School Statistics; State Programs; *Testing Programs; *Test Results; Writing Skills
IDENTIFIERS- California Assessment Program; *Mount Diablo Unified School District CA; *Survey of Basic Skills (California)

This report contains the 1982-83 results of the annual administration of the California Assessment Program's Survey of Basic Skills to 3rd, 6th, and 12th grade students in the Mount Diablo School District. The survey measures the reading, written language, and mathematics skill attainment of schools and districts, but not of individual students. The data are collected through matrix sampling: different parts of the tests are taken by different class segments and treated as a combined total. Results are presented in scaled scores (grades 3 and 6), percent correct scores (grade 12), percentile ranks, and comparison bands. Both district and individual school results are presented by grade for each skill area. District trends over six years are graphically illustrated. School performance profiles and school trends are also included. (BS)

ED 251 480 TM 840 608

Lord, Frederic M.
Conjunctive and Disjunctive Item Response Functions.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Oct 84
NOTE- 38p.
CONTRACT- N00014-83-C-0457
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Achievement Tests; *Latent Trait Theory; Mathematical Formulas; *Mathematical Models; Responses
IDENTIFIERS- *Conjunctive Item Response Functions; *Disjunctive Item Response Functions

Given that the examinee knows the answer to item i if and only if he knows the answer to both item g and item h, a "conjunctive" item response model is found such that items g, h, and i all have the same mathematical form of response function. Since such items may occur in practice, it is desirable that item response models satisfy this condition. For models with two parameters per item, the most general functional form satisfying this condition is found. A third, "guessing" parameter may be added. The corresponding disjunctive model is also derived. (Author)

ED 251 493 TM 840 774

Illinois Quality Schools Index: Manual and Instruments.
Illinois State Board of Education, Springfield. Program Planning and Development Section.
PUB DATE- 84
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attitude Measures; Educational Assessment; Educational Planning; *Educational Quality; Elementary Secondary Education; Institutional Characteristics; *Program Implementation; *School Effectiveness; *School Surveys; State Programs; *Test Manuals; Test

ED 251 507 TM 850 008

Herman, Joan; And Others
Wagging the Dog, Carting the Horse: Testing and Improving Schools. Summary of Conference Proceedings. Research into Practice Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 22p.; The conference was sponsored jointly by the UCLA Center for the Study of Evaluation and the UCLA Laboratory in School and Community Education (Santa Monica, CA, June 7, 1984). For related document, see TM 850 020.
GRANT- NIE-G-84-0112-P4
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Educational Improvement; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; *Evaluation Utilization; Feedback; Inservice Teacher Education; Multiple Choice Tests; Outcomes of Education; *Test Use

The purpose of the conference, "Wagging the Dog, Carting the Horse: Testing vs. Improving California Schools," was to discuss alternative perspectives on testing and evaluation in education and their role in improving teaching and learning. Four papers were presented: (1) "Using Educational Evaluation for the Improvement of California Schools," by Elliot Eisner; (2) "Evaluating Educational Quality: A Rational Design," by Eva L. Baker; (3) "The Influence of Testing on Teaching and Learning," by Norman Frederiksen; and (4) "Beyond Outcome Measures: An Agenda for School Improvement," by John Goodlad. These papers, and the small group discussions at the conference, are summarized in this paper. The conference participants are listed, and the conference program is appended. (BW)

ED 251 508 TM 850 009

Herman, Joan; Dorr-Bremme, Donald W.

they want their children to attend before they are enrolled in the system, all student assigments are subject to explicit desegregation controls, and no students are given absolute guarantees of attending one particular school.) Next, enrollment statistics are presented and prior desegregation efforts, especially the 1965 Racial Balance Plan, are detailed, with special attention being given to the role of the State. Details of how controlled open enrollment works in Cambridge, a table showing the distribution of new students after implementation, and some conclusions about why certain schools attracted particular groups are then provided. Evidence is presented showing that, while some parents apparently made informed decisions, many did not indicate special reasons for choosing certain schools. Other topics arising from the new policy are then discussed, including fairness and the plan's impact on neighborhood schools and busing. Next, statistics documenting the plan's effectiveness in substantially desegregating Cambridge schools are presented. And finally, mention is made of the Cambridge plan's transferability to other systems. (KH)

ED 251 521 UD 023 494

Gerace, William J.; Mestre, Jose P.

Technical Education Today: The Need for a Greater Emphasis on Verbal Skills and Their Relation to Successful Problem Solving.

Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 82

NOTE- 25p.

GRANT- NIE-G-79-0094

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Bilingual Students; *College Students; Higher Education; Hispanic Americans; Language Proficiency; Logical Thinking; *Mathematics Skills; Monolingualism; Problem Solving; *Technical Education; *Verbal Ability

Research findings that indicate the need for greater integration in the development of verbal and mathematical skills for college technical majors are presented in this paper. Although the project discussed was originally designed to isolate language-related difficulties that affect mathematical skills among bilingual Hispanic students, some problems shared by mainstream students were also uncovered. The tests used were designed to demonstrate the

government and the Hispanic community must work to increase local school accountability. Moreover, it is argued, Hispanic parents must be equipped with the skills necessary to interpret the information they are given and to determine whether their children are receiving the education to which they are entitled. (KH)

ED 251 536 UD 023 912

The Impact of Reductions in Federal Education Expenditures: CUBE Ad Hoc Committee Report.

National School Boards Association, Washington, DC. Council of Urban Boards of Education.

PUB DATE- 84

NOTE- 25p.; Some pages may not reproduce clearly due to small or light print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Finance; Elementary Secondary Education; Expenditures; *Federal Aid; *Federal Programs; *Government Role; *Retrenchment; Surveys; *Urban Schools

The Council of Urban Boards of Education (CUBE) created an ad hoc study committee to research the effects of Federal program reductions on the urban school districts that are members of the Council. A survey instrument was developed and disseminated by the committee for the following purposes: (1) to determine the current trends in Federal expenditures; (2) to identify Federal program reductions and the impact of those reductions; (3) to examine techniques and strategies being developed or implemented to address the issue; and (4) to report the results of the research to the educational community and public. Thirty-nine CUBE member districts responded to the survey. From these responses data were tabulated on such key issues as funding trends, revenue sources, rising budgetary expenditures, strategies and techniques for addressing reductions, and perceptions of the Federal role in education funding. This report, which summarizes survey findings, has been designed to serve as a reference guide for school board members and other who wish to assess the financial status of Federally-funded education programs in selected urban school systems. (Author/KH)

demonstrated their ability to relate to children of diverse backgrounds. (KH)

ED 251 551 UD 023 941

Lacey, Richard A.
Becoming Partners: How Schools and Companies Meet Mutual Needs.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- RR-83-33
PUB DATE- 83
NOTE- 91p.; For related document, see UD 023 942.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Programs; Elementary Secondary Education; *Program Administration; *Program Development; *School Business Relationship; *Success; Urban Schools; Work Experience Programs
IDENTIFIERS- Adopt a School; Illinois (Chicago); Massachusetts (Boston); New York (New York); Tennessee (Memphis); Utah (Salt Lake City)

This paper presents ideas for creating, replicating, and improving the quality of business-school partnerships. Information is derived from an in-depth case study of the Adopt-A-School program in Memphis, Tennessee, and related data collected from Chicago, New York, Salt Lake City, and Boston. An introduction analyzes negative and positive reactions to increasing school-business collaboration, including the fear that corporate involvement in public education may distort educational goals. The next section outlines partnership formation, with a discussion of necessary conditions for change; describes program features in the five cities studies; cites the mutual benefits achieved by a particular school and corporation; and discusses other related issues. A management model is presented for beginning partnerships and the three complementary themes characteristic of successful partnerships are discussed. (These themes are personal involvement of top level executives, networking, and systematic management.) Boston's public-private partnership, the "Boston Compact," is detailed at length. Two concluding sections examine employment policy implications and directions for further study. An appendix lists interviews conducted in the course of preparing this report. (KH)

ED 251 566 UD 023 958

Johnson, Robert C.
Psychosocial Factors Affecting the Mathematical Orientation of Black Americans. Final Report.
Institute of Black Studies, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- 82
NOTE- 265p.
GRANT- G-79-0093
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Achievement; Black Attitudes; Black Family; Career Choice; Educational Attitudes; Educational Environment; Extracurricular Activities; Family Attitudes; Family Influence; *Mathematics Achievement; Mathematics Teachers; *Performance Factors; Predictor Variables; *Professional Personnel; Secondary Education; Secondary School Students; Teacher Influence

The findings are presented of a study designed to identify and examine factors and variables related to mathematics learning among blacks, both those with a quantitative orientation and those without such an orientation. Four sample populations were studied: junior high school students, senior high school students, college students, and adult professionals. This report considers: (1) project activities; (2) sampling; (3) data collection; (4) research instrumentation; (5) coding and computer programming; (6) the analysis of the adult professional sample in terms of sample characteristics; family background; extracurricular activities; academic factors; persons influencing selection of high school mathematical courses; math-related activities; self-assessment of math abilities; attitudes toward math class and math teachers; favorite and least favorite subjects; factors and persons influential in selecting occupations, college majors and math courses; math and society; and personal and psychological variables; and (7) model building. Recommendations are offered in three areas where additional effort is required to overcome the larger problem of black underrepresentation in scientific and technical occupations: (1) black family and community life; (2) school and curricular issues; and (3) personal factors. Attachments to the report present data analyzed from the high school and the junior high school sample populations and are entitled: "The Quantitative Orientation of Black High School Students" (Donna Jean Blackwell, 1983 doctoral dissertation) and "Psychosocial Influences on the Math Attitudes and Interests of Black Junior High School

ED 251 581 UD 023 979

Evaluation of Post-Arrival Programs and Services. A Summary.
League for Human Rights of B'nai Brith, Canada, Downsview (Ontario).
REPORT NO.- ISBN-0-949890-07-3
PUB DATE- May 82
NOTE- 60p.; For the full report, see UD 023 978.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Civil Rights; Coordination; Cultural Pluralism; Elementary Secondary Education; Foreign Countries; *Government Role; *Immigrants; Information Needs; Information Services; Land Settlement; *Migrant Problems; *Migrant Programs; Migration Patterns; Multicultural Education; *Program Effectiveness; Social Services
IDENTIFIERS- *Australia

This booklet summarizes the findings and recommendations of an evaluation of the Australian government's programs and services for migrants. Rollowing a description of the organization of the full report, three opening chapters provide, respectively, (1) a broad overview of the evaluation; (2) a discussion of its approach and methodology; and (3) details of the demography of recent Australian migration. Each of the remaining chapters summarizes the evaluation of one of the following areas: (4) the initial settlement program; (5) the adult migrant education program; (6) the child migrant education program; (7) the multicultural education program; (8) the use of bilinguals in public agencies, and translator and interpreter services; (9) information needs and provision; (10) migrant welfare; (11) special needs; (12) the law and civil rights; (13) broadcasting and the arts; and (14) program coordination. The booklet concludes with a summary of major recommendations. (KH)

ED 251 582 UD 023 980

Chapter 1 in Oregon. Facts and Figures, 1982-83.
Oregon State Dept. of Education, Salem.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

American Indian community, participated in this conference whose goals were: (1) to develop statements on common issues, (2) to develop a more effective agency networking system, and (3) to develop a statement of purpose to guide future growth and development of the Chicago Indian community. Consideration of the Chicago Indian community and other communities, economic development, education, employment, health, housing, legal services, public relations, social services delivery, and youth issues resulted in adoption of position statement on each of those areas. Needs identified include: defining the Indian community; participating in national Indian affairs; developing Indian-owned business ventures; securing long-range planning grants; developing a total educational system with career counseling; providing job development counselor training programs and employment support services; resolving concerns about preventative medicine, routine health care delivery, insensitive health care practitioners, health care costs, alcohol and substance abuse, teenage pregnancy, and counseling services; educating the Indian community about subsidized housing requirements; assuring availability of free legal services; altering income level standards of Indian foster parents; involving and educating media in Indian community concerns; increasing funding for delivery of local service programs; and increasing youth services. (NEC)

ED 251 253 RC 014 806

Jess, James D.
Rural Education 1984: Issues and Impacting Forces. A Local Perspective.
PUB DATE- 28 Jun 84
NOTE- 9p.; Paper presented at the National Conference on Building Partnerships for Quality Education in Rural America (Washington, DC, June 28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Community Involvement; *Consolidated Schools; *Educational Equity (Finance); Elementary Secondary Education; Government School Relationship; Needs Assessment; Personnel Needs; *Policy Formation; Political Influences; *Political Issues; Position Papers; Resource Allocation; Rural Education; *Rural Schools; Rural Urban Differences; School Business Relationship;

Periodicals; Poetry; *Social History; Theater Arts
IDENTIFIERS- *Chicano Literature; *Chicanos

The 197-item bibliography on Chicano literature published from 1980 through June 1984 is presented in 10 sections: poetry (77 entries), novel (25 entries), short fiction (13 entries), theatre (7 entries), literary criticism (16 entries), anthology (24 entries), unpublished dissertations (13 entries), bibliographies and encyclopedia (6 entries), autobiography and folklore (7 entries), and periodicals (7 entries). Each citation is arranged alphabetically by author and provides author, title, place of publication, publisher, copyright date, and pagination information. The bibliography is the continuation of a Stanford University Libraries' Collection Development Program designed to identify, and subsequently acquire, all materials pertaining to the Mexican American experience in the United States. (NEC)

ED 251 267 RC 015 043

Trujillo, Roberto G.; Rodriquez, Andres
A Current Bibliography of Chicano Literature: Creative and Critical Writings through 1984. Working Bibliography Series No. 2.
Stanford Univ., Calif. Libraries.
PUB DATE- Jul 84
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Anthologies; Audiotape Recordings; Autobiographies; Doctoral Dissertations; Encyclopedias; Fiction; Folk Culture; *Hispanic American Culture; Literary Criticism; Literary Genres; Literature Reviews; *Mexican American Literature; *Mexican Americans; Novels; Periodicals; Poetry; *Social History; Theater Arts; Videotape Recordings
IDENTIFIERS- *Chicano Literature; *Chicanos

The bibliography lists 610 creative works, written by Mexicans and their descendents living or having lived in what is now the United States, published as books, unpublished dissertations of book length, periodical titles that include both creative and critical literary writings on the Chicano experience, and video and sound recordings. The bibliography also includes "literatura chicanesca," works that deal with the Mexican American but are written by non-Chicanos. Numbered consecutively and organized by genre and then alphabetically by author or main entry, each citation includes

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Clergy; Cooperative Programs; Higher Education; *Land Grant Universities; *Professional Continuing Education; *Program Improvement; *Rural Environment; School Community Relationship; *Universities
IDENTIFIERS- National Extension Comm on Clergy Continuing Educ

Land grant institutions and state universities have a long history of involvement in Clergy Continuing Education and continue to encourage such programs because: (1) clergy are important community leaders, (2) they could become an important support group, and (3) they have information needs related to their activity in such public policy matters as agriculture and community and rural life. A 1982 study similar to studies done in 1970 and 1975 found that 17 states had Clergy Continuing Education programs in 1982, 3 states had programs in 1970 but not in 1982, 11 states had programs in 1975 but not in 1982, and 4 states had programs in 1982 but not in 1975. In addition, 21 other states felt they had from slight to strong possibilities that they would initiate or renew such programs by 1988. The National Extension Committee on Clergy Continuing Education is attempting to expand linkages between denominations, land grant institutions, and state universities, and to develop more training material and procedures that could be used by clergy from urban backgrounds who find themselves experiencing "culture shock" in rural settings. Areas in which clergy and university staff could work together include committee membership, co-sponsoring programs, and sharing meeting space and expertise. (BRF)

ED 251 281 RC 015 083

Wilcox, Trisha
Evaluating Programs for Native Students: A Responsive Strategy.
PUB DATE- Jul 84
NOTE- 22p.; Paper presented at the Mokakit Indian Education Research Association's International Conference (London, Ontario, Canada, July 25-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *American Indian Education; *Board of Education Policy; *Canada Natives; Community Involvement; Elementary Secondary

Methodology for Evaluation" (Edward McCrea and Glenn Weaver). The second section contains selected papers from the 1983 NAEE annual conference. They are: "An Incentive Approach to Riparian Lands Conservation: A Case of Study" (John Baldwin, Nancy Duhnkrack, and Paul Ciminello); "Forging an American Environmental Consciousness: The Historical Interplay of Technology, Politics, and Economics" (William Berberet); "Who's In Control? Development of a Perceived Environmental Control Measure" (Randall Champeau and R. Ben Peyton); "Children and Environmental Educators: Differing Views of the Urban Environment" (Augusto Medina); "A Study of the Relationship between Information and Attitude for Users and Non-Users of Computerized Water Resource Management Simulation" (Terrence Mills); "The Impact of Acidified Precipitation on Agricultural Crops" (G. Harry Stopp, Jr.); "What Do Teachers Want - In Order to Teach about a Current Environmental Issue: Acid Rain" (Harriett Stubbs); and "Merging at the Crossroads: New Vehicles for Environmental Education" (Charles Yaple). (JN)

ED 251 294 SE 045 232

Tomorrow. The Report of the Task Force for the Study of Chemistry Education in the United States.
American Chemical Society, Washington, D.C.
PUB DATE- Oct 84
NOTE- 81p.
AVAILABLE FROM- American Chemical Society, 1155 Sixteenth Street, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chemical Industry; *Chemistry; *College Science; Curriculum Development; *Educational Improvement; Educational Quality; *Elementary School Science; Elementary Secondary Education; Federal Aid; Higher Education; School Business Relationship; Science Careers; Science Curriculum; *Science Education; Science Instruction; *Secondary School Science; Two Year Colleges
IDENTIFIERS- American Chemical Society

An American Chemical Society (ACS) task force was charged to examine the state of chemistry education in the United States and to make recommendations in light of its findings. This document presents the task force's report and 39 major (and also secondary) recommendations. These recommendations, with accompanying

DESCRIPTORS- *Animals; *Ecology; *Environmental Education; Intermediate Grades; Junior High Schools; *Learning Activities; Outdoor Activities; *Wildlife; *Wildlife Management

The materials in this educational packet are designed for use with students in grades 4 through 7. They consist of an overview, three lesson plans, student data sheets, and a poster. The overview provides an introduction to the range and nature of conflicts that can occur between wildlife and people, discussing some of the reasons these problems arise and how some conflicts can be reduced or avoided with proper planning. A glossary and list of reference materials are included. The lesson plans provide a list of learning outcomes, instructional strategies, a list of materials needed, and an activity review sheet (with answers). Lesson activities include: (1) examining "nuisance" bird habitats on a field trip; (2) examining human viewpoints on wildlife by studying the golden eagle/sheep issue; and (3) playing a game (habitat hopscotch) to test wildlife knowledge. The two-sided poster emphasizes the situational nature of many wildlife conflicts by showing a raccoon in an appropriate natural setting and another in an urban setting (side 1) and provides (on side 2) the habitat hopscotch game board together with background information and game directions. Two additional activities (including a crossword puzzle) are also provided on a separate student handout. (JN)

ED 251 308 SE 045 258

Schlenker, Richard M.

Curriculum Outline for Introduction to Engineering Chemistry. Second Edition. Review Cycle-Annual.

PUB DATE- Nov 84

NOTE- 18p.; For the first edition of this Outline, see ED 228 082.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Behavioral Objectives; Chemistry; *College Science; Course Descriptions; Course Objectives; *Engineering; *Engineering Education; Higher Education; *Inorganic Chemistry; *Ocean Engineering; Science Education

Introduction to Engineering Chemistry is a four-credit hour (one semester) course designed to introduce marine engineering students to the rudiments of basic (introductory) inorganic chemistry. The course consists of 18 units (numbered 1.0 through 18.0) focusing on designed to continue as long as the need existed; had capable coordinators, trainers, and trainees; were characterized by close cooperation among the participating agencies; fostered mutual support by keeping trainers together throughout the program; involved practice teaching with gradual progression from easy to more advanced subject matter; and subsidized tuition cost with federal funding sources. (MNS)

ED 251 322 SE 045 276

Minimum Competencies - Mathematics. Suggestions for Instruction and Assessment.

Virginia State Dept. of Education, Richmond. Div. of Sciences and Elementary Administration.

PUB DATE- 83

NOTE- 119p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Achievement; *Diagnostic Teaching; Educational Assessment; Elementary Secondary Education; Error Patterns; Instructional Improvement; *Learning Activities; *Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Minimum Competencies; Minimum Competency Testing; Resource Materials; *Test Construction

IDENTIFIERS- Virginia

This document was prepared to assist teachers in Virginia in three ways: (1) by assessing student achievement on the competencies adopted by the State Board of Education; (2) by diagnosing student errors in mathematics; and (3) by prescribing instructional activities designed to promote student mastery of skills assessed in the competency program. The materials should prove helpful in strengthening the instructional program and in developing high quality criterion-referenced tests. Following a list of some steps which should be considered in planning a minimum competency program, the first section considers ideas on test construction and assessment. In addition to some test-construction suggestions, sample test items and suggestions for generating questions and answer choices are given by performance indicator. The second section considers instructional suggestions and activities for the skill associated with each performance indicator. Common errors are listed, but the majority of the material presents activities which

ED 251 336 SO 015 974

Peters, Richard

The Teacher Enrichment/Awareness Curriculum Hierarchy (TEACH). Model for Teacher Inservice Training and Professional Growth in American Public School Education: Rural Schools.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.

PUB DATE- Aug 84

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Change Agents; Course Content; Elementary Secondary Education; *Global Approach; *Inservice Teacher Education; Instructional Materials; Learning Activities; Models; Resource Materials; Skill Development; *Social Studies; Supervisors; Supervisory Methods; Teacher Participation; Teacher Role; Teaching Methods

The Teacher Enrichment/Awareness Curriculum Hierarchy (TEACH) stresses the interactions among and interrelatedness of subject matter (content and skills), teaching methods, the organization of the classroom instructional process, and instructional materials and resources. The model presented is used to help social studies teachers use a global approach; however, the program can be used to train teachers in any subject area. In the TEACH program, teachers review a K-12 global education curriculum guide and identify the knowledge, skills, and attitudes to be taught at each grade level. A curriculum outline is developed. Teachers then work closely with the school district's staff development committee and design a personalized plan for continued professional growth. Inservice activities are designed to train teachers in the various content and skills areas and to help them develop appropriate learning activities. A sample teacher plan is provided. The social studies supervisor's role in the inservice program is discussed, and ways in which the National Council for the Social Studies publication "In Search of a Scope and Sequence for Social Studies" can provide an organizational basis for TEACH are examined. (Introductory pages present the statement and purpose of global education.) (RM)

ED 251 337 SO 015 982

O'Reilly, Kevin

Exploration to Constitution: Booklet 1. Critical Thinking in American History. Teacher's Guide and Source Envelope.

Hamilton-Wenham School District, South Hamilton, MA.

PUB DATE- 83

NOTE- 281p.; For student materials, see SO 016 023. For other documents in the Project on History and Logic (HAL) series, see SO 016 023-027.

AVAILABLE FROM- Critical Thinking Press, 775 Bay Road, South Hamilton, MA 01982 (Order No. 0150, $12.95, plus postage).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Colonial History (United States); Constitutional History; *Critical Thinking; High Schools; *History Instruction; Instructional Materials; Lesson Plans; Revolutionary War (United States); Social Studies; Teacher Developed Materials; *United States History

One of a series of curriculum materials in U.S. history designed to teach critical thinking skills systematically, this teacher's guide presents a series of supplementary ready-to-use lesson plans for teaching high school students about the exploration of early America, the colonies, the revolution, and the Constitution. The introduction presents a rationale for the "history and logic" project (HAL) and points out differences between the HAL approach to critical thinking and the inquiry method. The introduction is followed by a guide to critical thinking which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method of analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Other methodologies include: problem worksheets; debate topics and transcriptions; and analyses of interpretations, in which students are presented with rival interpretations of historical events, rewritten at a high school vocabulary level. The teacher's guide includes a rationale for the program, detailed lesson plans keyed to student booklets, answer keys, test questions, a chart of critical thinking skills taught in each lesson, and difficulty-level coding. The document concludes with a separate section (the source "envelope") containing an outline of the guide to critical thinking, introductory worksheets, a unit on Salem Witchcraft for advanced students, sources for debate on the Stamp Act, and test questions (LH).

ED 251 365 SO 016 054

Bryk, Anthony S.; And Others

Effective Catholic Schools: An Exploration. With a Special Focus on Catholic Secondary Schools. Executive Summary.

National Catholic Educational Association, Washington, DC. National Center for Research in Total Catholic Education.

PUB DATE- 84

NOTE- 108p.; Some graphs contain light-colored print that may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Catholic Schools; Comparative Analysis; Educational Research; Elementary Secondary Education; Private Education; Public Schools; Religious Education; *School Effectiveness

IDENTIFIERS- Coleman (James S); Greeley (Andrew); *High School and Beyond (NCES)

The results of nearly 2 years of inquiry into the effectiveness of Catholic schools are summarized. Using a design combining field and survey research, the study included: interviews with staff, students, and parents; observations of classroom and general school life; and extensive documentation on seven Catholic schools across the nation. An introduction presents a brief review of prior research on effective schools, particularly the research of James Coleman and Andrew Greeley. Sections 1-5 focus on Catholic secondary schools, including their character (section 1), curriculum and academic organization (section 2), the character of instruction (section 3), and faculty roles and concerns (section 4). Based on an analysis of data from a national survey on American secondary schools, "High School and Beyond," section 5 discusses: major differences among Catholic schools as well as how these schools compare as a group to public schools; institutional factors associated with quality secondary schools; the effects of Catholic secondary schools on student achievement, post-secondary educational plans, and affective and social development; and findings from research on the effects of Catholic school education. Although the study focuses on secondary schools, some attention is given to elementary schools in section 6. Sections 7 and 8 deal with finance and governance issues facing Catholic schools. Using summary statements and numerous tables, findings are highlighted throughout the report. (LH)

conceives human nature as essentially good. It views the school as means to direct that basic goodness and school officials as guides and friends of the students. The implications of each of these theories are examined in the context of overall attitudes toward the problem of student behavior, motives and goals of those responsible for student behavior, value systems in use, the need for communication, degrees of freedom, theories of counseling, decision-making processes, uses of records and resources, and policies and law. (RM)

ED 251 379 SO 016 071

Crawford, Mary; Ruthsdotter, Mary
Harriet Tubman and the Underground Railroad.
National Women's History Project, Santa Rosa, CA.
PUB DATE- 82
NOTE- 7p.; Kit containing game board, dice and player pieces, and this guide available from the National Women's History Project, Box 3716, Santa Rosa, CA 95402 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; *Black History; Black Studies; Educational Games; Elementary Education; Instructional Materials; Learning Activities; *Slavery; United States History; Units of Study
IDENTIFIERS- Freedom; *Tubman (Harriet); *Underground Railroad

Suitable for elementary level students, this study unit helps increase students' comprehension of the risks involved in a black person's flight from slavery and of Harriet Tubman's success in leading more than 300 slaves to freedom via the Underground Railroad. Five activity suggestions are followed by a reading on the life of Harriet Tubman. Study questions precede a song which may have served as a map and timetable for slaves. The brief document concludes with a list of recommended resources about Harriet Tubman and other related topics. An accompanying game board, which can be ordered from the publisher, leads students through a series of obstacles in their journey from the southern slave states to freedom in the northern United States and Canada. (LH)

17-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Course Evaluation; *Developing Nations; Educational Research; Faculty Development; *Global Approach; Higher Education; Instructional Improvement; Interdisciplinary Approach; Political Attitudes; *Student Attitudes; Teacher Education; *Teacher Effectiveness; Teacher Workshops
IDENTIFIERS- *Third World

Results of a survey of college students to determine attitude change toward the Third World as a result of their participation in classes taught by faculty members involved in a Third World Faculty Development Seminar are discussed. Faculty from many disciplines participated in the seminar and then integrated Third World materials into their courses. A survey questionnaire was administered to students before and after completing the course. Results demonstrated a significant increase in students' empathy and in their awareness of conditions in the Third World as a result of course participation. Most change occurred in students' understanding of how the international economic system perpetuates the poverty of the Third World. Age, sex, and political views were found to be significant factors in explaining different attitudes toward developing nations; the number of credits completed, income, religion, travel, and race or ethnicity were not found to be significant factors. The greatest attitude change was recorded among political conservatives, blacks, younger students, upper income groups, religious conservatives, males, and Protestants. (RM)

ED 251 393 SO 016 102

Robinson, Virginia, Ed.
Basic Education.
Council for Basic Education, Washington, D.C.
PUB DATE- Dec 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Education; *Art Education; Art History; Core

SP

ED 251 406 SP 023 011

Nelli, Elizabeth; Nutter, Norma
A Model for Evaluating Teacher Education Programs. Teacher Education Monograph No. 2.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89333-032-9
PUB DATE- Feb 84
NOTE- 83p.
CONTRACT- 400-83-0022
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, NW, Suite 610, Washington, DC 20036 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; Higher Education; *Institutional Characteristics; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); Student Characteristics; Teacher Characteristics; Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators

Prior to presenting a model for evaluating teacher education progams, it is pointed out that five major issues must be settled before attempting an evaluation: (1) the evaluation's purpose; (2) clients or audience; (3) specific questions to investigate; (4) use of an internal or external evaluator or a combination; and (5) dissemination of the evaluation and types of decisions to be made based on its results. The matrix of the model includes the following elements: (1) the philosophy and basic purposes of the program; (2) objectives or intended outcomes of the evaluation; (3) collection and assessment of data; (4) characteristics of students,

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation (Institutions); Admission Criteria; Board of Education Policy; Educational Resources; Faculty Development; Governance; Higher Education; Preservice Teacher Education; *Program Validation; Schools of Education; Self Evaluation (Groups); *State Standards; *Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Oklahoma

An outline of the newly revised standards for state approved teacher education programs in Oklahoma sets forth regulations and requirements on: (1) initiations of new certification programs; (2) five-year evaluation for re-accreditation; and (3) specific standards for approved teacher education programs. Specifically, for both new certification programs and re-accreditation, brief descriptions are given of the following: the application forms, the self-study, the sequence and timing of events in the process, the selection of the visiting committee, the logistics of the on-site visit, the preparation of the visiting committee report, and the recommendation process. In addition, the contents of a resource file provided for the visiting committee during the five-year evaluation are described. The specific standards for teacher education programs provide information on governance and administration of the total program, teacher education faculty, facilities and instructional resources, student qualifications, and curriculum standards and requirements. Standards for faculty development are appended. (JD)

ED 251 422 SP 025 430

Brophy, Jere; Good, Thomas L.
Teacher Behavior and Student Achievement. Occasional Paper No. 73.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 174p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($16.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

ED 251 436 SP 025 445

Good, Thomas L.
Classroom Research: What We Know and What We Need to Know. Report No. 9018.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- Feb 82
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Classroom Research; Classroom Techniques; Elementary Secondary Education; Research Methodology; *Research Needs; *Research Utilization; *Teacher Education Programs; *Teacher Effectiveness; Teacher Student Relationship; Teaching Methods

An overview of areas of classroom research explored in the past decade provides a foundation for discussing major conclusions which appear to emerge from recent research findings. The solid demonstration that teachers make a difference in student learning is cited as the chief contribution of classroom research in the 1970s. An example of research on this topic is described and analyzed. A discussion is presented on general topics which characterize present knowledge about effective teaching. Research findings on the topics of active teaching, classroom management, and the relationship between instruction and management are summarized, and an exerpt is given from a research study on how teachers who are effective managers begin the school year. Research on the effects of teacher expectations on student achievement is also reviewed. Future issues are identified to illustrate some of the directions that research in the 1980s should take, including: (1) curriculum; (2) teaching context; (3) classroom task structure; (4) student effects on teachers; and (5) how students perceive and internalize similar teaching behaviors in different ways. Suggestions are offered on integrating quantitive and qualitative classroom research methodologies. (JD)

Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 154p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($14.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Assessment; *Educational Quality; *Educational Research; Higher Education; Inservice Teacher Education; *Institutional Characteristics; Institutional Environment; Preservice Teacher Education; Teacher Characteristics; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators

Studies are reviewed of issues that potentially inform policies and practices in initial and continuing education, including teacher educators, prospective and practicing teachers as learners, the teacher education curriculum, and the milieu in which teacher education takes place. Across these four areas, mutually reinforcing factors explain why teacher education has been kept from being as academic and intellectual as it should be, and why change has been slow and difficult. The research review indicates that, although a number of academically talented persons pursue careers in teaching and teacher education, persons with limited academic talent are allowed to dominate the field. Studies of the curriculum of initial and continuing teacher education show it to be fragmented, shallow, and overly technical. Institutional policies, structures, and resources that might be expected to foster the quality of teaching and teacher eduction appear to do the opposite. A pattern is revealed which reinforces the maintenance of teacher education as a marginal part of the university and school communities. Significant change in teacher education will be difficult, since reform will have to be orchestrated through attention to a set of complex, interdependent factors. (Author/JD)

ED 251 451 SP 025 517

Putnam, Joyce; Duffy, Gerald G.
A Descriptive Study of the Preactive and Interactive Decision Making

differently); (6) ideating; (7) an expression of individuality; and (8) a problem solving or inventing kind of process. (JD)

ED 251 465 SP 025 623

Pajak, Edward F.; Tillman, Murray H.
Testing the Classroom Troubleshooting Model.
PUB DATE- Feb 84
NOTE- 22p.; Paper presented at the Eastern Educational Research Association (West Palm Beach, FL, February 9-12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Classroom Research; Classroom Techniques; Discipline; Elementary Secondary Education; *Needs Assessment; *Problem Solving; *Student Behavior; *Teacher Behavior; Teacher Student Relationship

A "troubleshooting" model was designed to aid individual teachers in solving behavioral problems in the classroom. The model focused on student behavior for problem identification; on teacher behavior for causal analysis; and on teacher behavior for solution proposals. To examine how readily the model can be understood, applied, and integrated into teachers' existing ways of identifying and solving classroom problems, two questions were addressed: (1) How readily do teachers learn the components of a troubleshooting model via a guided design approach? and (2) Is the language used by the model consistent with the language used by teachers? Forty-five teachers, first individually and then in groups, identified problems they perceived in a transcript of a high school mathematics class. While the group exercise was seen as an effective tool for having teachers explore the troubleshooting model, data obtained dealt only with how teachers modify attention to teacher and student behavior within the context of a given classroom problem. Appendices include a descriptive summary of participant characteristics, a sample of the exercise used in testing the model, and before-and-after differences in participants' attitudes toward solving classroom problems. (JD)

Berk, Ronald A.
The Use of Student Achievement Test Scores as Criteria for Allocation of Teacher Merit Pay.
PUB DATE- Mar 84
NOTE- 34p.; Paper presented at the National Conference on Merit Pay for Teachers (Sarasota, FL, March 22-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Achievement Tests; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Merit Pay; Models; Pretests Posttests; *Teacher Evaluation; *Testing Problems; Test Results; Validity
IDENTIFIERS- *Evaluation Problems

This paper describexs the difficulties encountered in developing a teacher merit pay system based on pretest-posttest class gain scores. The different stages of development are scrutinized, from the initial stage of achievement test selection through the specification of a criterion score for superior teacher productivity. The pretest-posttest gain score model is afflicted with numerous sources of invalidity and measurement error. Between-class, between-grade, and between-subject variability of objectives, instruction, resources, and student characteristics preclude: (1) the trouble-free selection of an appropriate achievement test; (2) the precise estimation of gain; (3) the setting of a meaningful criterion for superior teacher productivity; and (4) the inference that estimated gain is attributable solely to teacher effort. Although there does not seem to be any single source of invalidity or error (systematic or random) that is large enough to invalidate the model, the combination of multiple sources analyzed cumulatively does prove fatal and warrants rejection of the model. Gain score evidence can be so misleading that it should not even be used to corroborate other evidence of teacher effectiveness or performance. (Author/BS)

ED 251 481 TM 840 625

Grandy, Jerilee
Profiles of Prospective Humanities Majors: 1975-1983. A Study of Students Taking the College Board Scholastic Aptitude Test and the Graduate Record Examinations Final Report; Revised Edition; Supplement I and Supplement II.
Educational Testing Service, Princeton, N.J.

Results
IDENTIFIERS- *Illinois

The Illinois Quality School Index (IQSI) is a school survey designed to assist local school personnel in planning for more effective schools. The IQSI provides a structure to determine the existing quality and the expected quality of the school as viewed by administration, staff, parents, and community. This manual is a detailed guide for using the IQSI. It overviews the IQSI process by describing outcomes, characteristics of effective schools, administrative decisions, scope of use, IQSI coordinator, IQSI committee, survey instruments, interpretation of results, follow-up strategies, and community awareness. An outline format summarizes the steps, activities, and key points of the overall process. Survey instruments for the eight effective school characteristics (leadership, mission, expectations, time on task, monitoring, basic skills, climate, and parent/community participation) are given for reproduction. Appendices cover: committee selection strategies; instructions for manually computing results; priority identification instructions; public relations examples; materials for meetings; and a program plan outline. (BS)

ED 251 494 TM 840 775

Veldman, Donald J.; Sanford, Julie P.
The Influence of Class Ability Level on Student Achievement and Classroom Behavior.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- R&DCTE-4095
PUB DATE- May 82
NOTE- 34p.
CONTRACT- OB-NIE-G-80-0116
AVAILABLE FROM- Communication Services, R & DCTE, Education Annex 3.203, The University of Texas at Austin, Austin, TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; Academic Ability; *Academic Achievement; *Aptitude Treatment Interaction; *Classroom Environment; Classroom Observation Techniques; Classroom Research; English Instruction; High Achievement; Individual Differences; Junior High Schools; Low Achievement; Mathematics Instruction;

Testing and Assessment in American Public Schools: Current Practices and Directions for Improvement. Research into Practice Project, Test Use Monograph.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 84

NOTE- 193p.

GRANT- NIE-G-84-0112-P4

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Tests; Administrator Attitudes; Case Studies; *Decision Making; Educational Assessment; *Educational Testing; Elementary Secondary Education; *Policy Formation; *Student Evaluation; Surveys; Teacher Attitudes; Teacher Education; *Test Use; Time

IDENTIFIERS- Test Curriculum Overlap

The Center for the Study of Evaluation (CSE) undertook a three-year study to provide educational policy makers with basic, new information on classroom achievement testing across the United States. Conducted from 1979 through 1983, CSE's research investigated a wide range of types of formal assessment measures as well as some less formal means for gauging student progress and achievement, such as teachers' observations of and interactions with learners. Teachers and principals at both elementary and secondary grade levels served as primary subjects for the nationwide survey, which was preceded by an extensive literature review and exploratory fieldwork in three school districts and followed by case study inquiry. The results from this research were used to specifically address three sets of policy issues: (1) equity in testing; (2) teacher preparation and local test quality; and (3) ways of integrating, aligning, or rationalizing assessment to address the needs of policy makers. The study methods and results are discussed, and the final chapter demonstrates some ways in which district administrators can act to link testing and instructional decision making. (BW)

ED 251 509 TM 850 010

Herman, Joan; And Others

Whither Educational Evaluation: Life, Death, and Reincarnation? Research into Practice Project.

California Univ., Los Angeles. Center for the Study of Evaluation.

effect of verbal skills on logical ability and algebraic problem-solving ability. Patterns of thought manifested in the results of the written exams were then pursued further through clinical interviews. It is stressed that extant programs aimed at the preparation of minorities for technical education at college fall short by not including language skills as an integral part of the program. Such an integrated program, it is suggested, would enhance students' problem-solving performances. The tabulated results of the exams are appended. (RDN)

ED 251 522 UD 023 495

Mestre, Jose P.
Teaching Problem Solving Strategies to Bilingual Students: What Do Research Results Tell Us?
Massachusetts Univ., Amherst.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 14p.
GRANT- NIE-G-79-0094
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; College Students; *English (Second Language); Higher Education; *Hispanic Americans; *Language Processing; *Language Proficiency; *Problem Solving; Technical Education
IDENTIFIERS- *Word Problems

Research indicates that Hispanic technical students exhibit patterns of performance in problem solving tasks that are clearly distinct from those exhibited by Anglo students. This may be because problem solvers working problems in a nonnative language are in more danger of misinterpreting problems due to sentence construction, jargon, etc., than native speakers. These conclusions come from studying the performance of a group of 60 bilingual Hispanic students and a control group of 73 nonminority Anglo students, most of whom were engineering majors. Often, Hispanic students misinterpreted problems, even when familiar with all the vocabulary words used in the problem. In these cases, students necessarily translated a problem into mathematical terminology incorrectly, but in a manner totally consistent with the misinterpretation. Furthermore, Hispanic students were at a disadvantage in solving problems with speed, as measured by the

ED 251 537 UD 023 914

Moore, Kristin A.

School-Age Parents: Federal Programs and Policies Relevant to Pregnant or Parenting Secondary Students.

Urban Inst., Washington, D.C.
PUB DATE- Jun 83
NOTE- 36p.; For related documents, see ED 249 326-327.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abortions; Adult Education; Child Abuse; Compliance (Legal); Day Care; *Early Parenthood; Employment Programs; Family Planning; *Federal Legislation; *Federal Programs; Health Services; Housing; Nutrition; *Pregnant Students; Preschool Education; Program Descriptions; Runaways; Secondary Education; *Secondary School Students; Social Services; Welfare Services
IDENTIFIERS- Child Support

Federal programs and policies that affect pregnant and parenting teenagers, particularly those programs that are of relevance to schools, are briefly described. The main categories of programs and legislation described are: (1) those bearing on teenage parents and education; (2) pre-school programs; (3) day care; (4) welfare; (5) social services; (6) child support enforcement; (7) earned income tax credit; (8) employment and training; (9) health; (10) family planning; (11) abortion; (12) adolescent family life demonstration projects; (13) food and nutrition programs; (14) housing; (15) runaway youth; and (16) child abuse, neglect, prevention, and treatment. It is concluded that many different programs can be relevant to teens who are sexually active, pregnant, or parents. Many of the intervention programs are costly, particularly the remedial interventions aimed at teenagers who are already parents. It is argued, however, that given the frequent reliance of teenage parents on welfare and other types of public assistance and the difficult economic and social circumstances under which teenage parents so frequently raise their families, it is more cost effective in the broadest sense of the term to assist teenagers to prevent unwanted pregnancies and to provide remedial assistance when preventive efforts fail. (RDN)

ED 251 552 UD 023 942

Barton, Paul E.
Partnerships between Corporations and Schools.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- AR-83-29
PUB DATE- 83
NOTE- 83p.; For related document, see UD 023 941.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Education; Disadvantaged; Economic Development; Education Work Relationship; Elementary Secondary Education; Government Role; Higher Education; Program Descriptions; Program Evaluation; *School Business Relationship; Vocational Education
IDENTIFIERS- Adopt a School; Collaborative Councils; Experience Based Career Education; Training Agreements

This paper provides an overview of partnerships between corporations and schools in the United States. It discusses nine different types of partnerships, their purposes, their leadership, and what each of the parties gets from them. The nine types discussed are the following: (1) employers extending a helping hand in the form of the adopt-a-school movement, management advice, and joint funds in aid of public education; (2) collaborative councils; (3) transition to work programs; (4) cooperative education between employers and schools; (5) vocational education; (6) experience-based career education; (7) partnerhips for economic development; (8) contracting out of occupational training by educational institutions; and (9) industry contracting with schools to meet internal training needs. Recommendations touch on the need for more information about various aspects of school business partnerships. (RDN)

ED 251 553 UD 023 943

Harewood, Jack
Population Perspectives of the Commonwealth Caribbean.

Students" (Robert C. Johnson, 1981). A bibliography is also appended: "A Partial Bibliography on Blacks in Science, Technology, and Related Areas" (Robert C. Johnson, Comp., 1980). (RDN)

ED 251 567 UD 023 959

Johnson, James A., Jr.
Some Aspects of the Status of Black Assistant Principals in a County School System.
PUB DATE- 15 Aug 84
NOTE- 26p.; Paper presented at the Annual Meeting of the National Alliance of Black School Educators (Cleveland, OH, October 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Assistant Principals; *Black Achievement; Elementary Secondary Education; *Equal Opportunities (Jobs); Principals; *Promotion (Occupational); Questionnaires; Racial Discrimination; Role Perception; School Administration

Twenty-three Black assistant principals responded to a questionnaire about their status within their county school district. Analysis of the data showed the following: (1) one-third of the respondents had been assistant principals for more than 10 years and none had been assistant principals for less than 4 years; (2) 35 to 52 percent of Black assistant principals reported being assigned to activities such as budgeting, curriculum development, and scheduling, while 90 to 100 percent reported assignments in discipline, student activities and teacher evaluation; (3) 35 percent of the respondents had never applied for a principalship; almost half had applied at least twice; and (4) more than half of those turned down for principalships blamed this on the informal appointment process; almost one quarter raised questions about the system's human resource development efforts. The major recommendation arising from the study is that the school district should compare the situation of Black assistant principals with that of White assistant principals in order to determine whether Blacks are being treated fairly. (Appendices include the data collection instrument.) (CMG)

PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Profiles; Program Descriptions; *Program Effectiveness; Remedial Programs; School Statistics; Staff Utilization; *Student Participation
IDENTIFIERS- *Education Consolidation Improvement Act chapter 1; *Oregon

A profile of Oregon's Chapter 1 programs during the 1982-83 school year is provided. During that year, 8 percent of all Oregon students participated in Chapter 1 programs, and 21 percent of these belonged to an ethnic minority. Of the students who received Chapter 1 instruction, 59 percent had help in reading, 24 percent received help with math skills, and the remaining 17 percent worked on language arts or other subjects. Chapter 1 programs employed over 2,000 persons as teachers, aides, administrators, and other staff during 1982-83. Aides formed the largest employee group, and certified teachers formed the next largest. Most Chapter 1 students received "pullout" instruction. Chapter 1 programs were usually small, with two-thirds of the districts having ten or fewer students enrolled at each grade level. Over half of all public schools conducted programs, most running for 32 weeks. While elementary students in Chapter 1 programs typically spent 2.5 hours per week in a program class, high school students typically spent 4 hours. The highest percentage of students came from early grades. In 1982-83, Chapter 1 programs were generally effective in improving the achievement level of participating students. Oregon's results compared favorably with those of other states, especially in reading (at most grade levels). (KH)

ED 251 583 UD 023 981

Patterson, Maxine B.; Saeger, Wain
A Two-Year Analysis of Reading and Study Skills Gains during an Intensive Educational Summer Program.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; College Graduates; College Students; *Educationally Disadvantaged; Health Occupations; High School Graduates; *Minority Groups; Postsecondary Education; *Reading

School Policy; Small Schools
IDENTIFIERS- Department of Education; Goal Setting; Partnerships; *Rural Education Rural Family Ed Policy for the 80s

Although rural America and rural education have a traditional heritage of diversity, collectively rural schools share several unique features. Most rural school districts are small, they are sparsely populated, they are likely to be isolated from any major urban center, and they are both an extension and a reflection of the community they serve. Because the school is the central focus of a rural community, it generates a great deal of support, involvement, and pride from members of the community. However, consolidation efforts centered around the "bigger is better" concept weakened both rural communities and the small schools integral to them. Eventual recognition of years of rural school neglect has taken the form of the Department of Education's "Rural Education and Rural Family Education Policy for the 80's," which assures to rural education its equitable share of resources. Yet to be corrected are antirural biases which unfavorably compare rural schools to urban schools, policies which encourage consolidation at the sacrifice of small school advantages, and financing and staffing inequities. The building of useful partnerships between business/industry and rural education will help to rectify resource inequities. (MM)

ED 251 254 RC 014 970

Process for Developing an Indian Parent Program. Parenting Process Training Curriculum.
National American Indian Court Judges Association.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 83
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *American Indian Education; *American Indians; *Course Content; Leadership Qualities; Needs Assessment; *Parent Education; Parent Materials; *Parent Workshops; Program Development; *Skill Development; Tribes
IDENTIFIERS- National American Indian Court Judges Assn

Based on a concern for the disproportionately high separation rate author and/or title, place of publication, publisher, copyright date, and pagination or, in the case of recordings, length in minutes. The 13 genre headings and number of entries in each category are: poetry (209), novel (69), short fiction (24), theatre (18), literary criticism (33), literatura chicanesca (23), oral tradition (28), anthology (64), literary periodicals (51), unpublished dissertations (34), bibliographies and encyclopedia (13), autobiographical works (7), and video and sound recordings (37). Separate author and title indexes are provided. The bibliography is issued as a "working bibliography" with the expectation that other writers and bibliographers will review it for comprehensiveness. (NEC)

ED 251 268 RC 015 055

Oseguera, A. Anthony

Mexico: The Role of the Participatory Media in Immigration/Emigration as Culture and Political Economy.

PUB DATE- Nov 84

NOTE- 47p.; Paper presented at the Annual Conference of the Illinois Conference of Latin Americanists, (8th, Chicago, IL, November 15-17, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cultural Influences; Economic Climate; *Economic Factors; Ethnic Origins; Foreign Countries; Foreign Policy; Government Role; *Immigrants; Mass Media; *Mass Media Effects; *Mexicans; *Politics; Telecommunications

IDENTIFIERS- Emigration; *Mexico; United States; USSR

Mexican mass media, especially television, incorporates an abundance of American programming and serves as a catalyst to motivate lower strata Mexicans to pursue life in the United States, resulting in a tremendous influx of both legal and illegal Mexicans and other Latin Americans to the United States. Although Mexico benefits because many Mexicans send money home, the resultant brain drain comes at a time when Mexico's economy must accommodate an estimated 450,000 refugees from Central America. Although Mexico has had political stability and the peso has been stable with a gradual decline during most of this century, the oil fiasco, and lack of favored nation treatment by the United States has brought

Education; Evaluation Criteria; *Evaluation Methods; Evaluators; Foreign Countries; *Program Evaluation; School Administration; Tribes; *Urban Education
IDENTIFIERS- Canada; Tribal Councils

This paper suggests a strategy for the evaluation of programs designed for Native children enrolled in predominantly non-Native urban school districts. The strategy provides a means by which Native people can increase their involvement in, responsibility for, and control of the education of their children. The paper is divided into five sections. The first is concerned with the formulation of school district policies. The second discusses the effect of contextual variables on the choice of evaluation strategy. The third section explicates the responsive, stakeholder approach to evaluation. Emphasis is placed on the political nature of the evaluation process, and a framework for describing the dimensions of stakeholder involvement is outlined. The fourth section focusses on the planning of a responsive evaluation in providing a study design and three key components (evaluation committee, techniques of data gathering, and rigor of study) to consider. The final section considers the implications of responsive evaluation in the broader context of Native education. An 8-step outline in planning a responsive evaluation is contained in the appendix. (Author/ERB)

ED 251 282 RC 015 084

Bachelor, Barry
IAI Information and Priority District Programs: A Case Study Involving the Instructional Accomplishments of Hispanic Students in Racially Isolated Schools. Technical Report 76.
Southwest Regional Resource Center, Salt Lake City, Utah.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 25 Mar 82
NOTE- 25p.
CONTRACT- NEC-00-3-0064
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Educational Planning; Elementary Education; *Hispanic Americans; Instruction; *Instructional Systems; *Racial Segregation; School Districts; *School Effectiveness
IDENTIFIERS- *Instructional Accomplishment Information; Los Angeles

discussions, focus on: (1) national concerns; (2) all levels of education; (3) elementary school science; (4) high school chemistry and science; (5) two-year college chemistry and chemical technology; (6) university and college chemistry and science; (7) careers in chemistry; and (8) industry and education. Comments on financial aspects and lists of recommendations arranged by target audience and principal agents (United States government; state agencies, curriculum bodies, and educational institutions; scientific societies, the chemical industry, and the ACS) are included. Among the highest priority recommendations are expanding the National Science Foundation and other federal programs to upgrade the quality of science instruction through direct service to teachers (addressed to the U.S. government), raising certification standards for elementary and secondary school science and mathematics teachers (addressed to state agencies and curriculum bodies), and expanding efforts to provide information on chemistry and chemical affairs to congressional and administrative decision-makers (addressed to the ACS). (JN)

ED 251 295 SE 045 233

Technology, Innovation, and Regional Economic Development.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-ST1-238
PUB DATE- Jul 84
NOTE- 174p.; For a related document, see ED 235 344.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Programs; *Developmental Programs; *Economic Development; *Government Role; Higher Education; *Industry; Policy; Regional Programs; Research and Development; *State Programs; *Technological Advancement; Technology; Universities
IDENTIFIERS- *Industrial Development

In recent years state and local governments, universities, and private sector groups have become increasingly active in promoting technological innovation and technology-based business development in their local economies. These efforts have resulted in productive new forms of partnership and cooperation at all levels. While federal programs have sometimes supported these efforts, and while these subject areas: fundamental concepts; structure of the atom and the periodic law; the relationship of periodic classification to the properties of the elements; chemical bonding; chemical symbols, formulas, and equations; the gaseous state and kinetic molecular theory; liquid and solid states; solutions; oxidation-reduction reactions; acids, bases, and salts; chemical equilibria; ionic equilibria involving weak electrolytes; solubility product principle; electrochemistry; chemistry and properties of liquified natural gas; alloys; nuclear chemistry; and corrosion. Terminal objectives (which take on the number of the units followed by successive units in the tenths place) and enabling objectives (which take the number of the unit and the number of the terminal objective followed by successive units in the hundredths place) are provided for each of the 18 units. (JN)

ED 251 309 SE 045 259

Matyas, Marsha Lakes

Science Career Interests, Attitudes, Abilities, and Anxiety Among Secondary School Students; The Effects of Gender, Race/Ethnicity, and School Type/Location.

PUB DATE- 28 Apr 84

NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (New Orleans, LA, April 28, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Anxiety; Biology; Cognitive Style; *Females; High Schools; Locus of Control; *Performance Factors; *Racial Differences; School Location; Science Education; *Science Interests; *Secondary School Science; *Sex Differences; *Student Attitudes; Student Characteristics

IDENTIFIERS- Science Education Research

A study of exceptional secondary school biology teachers was conducted to determine what factors might be important in encouraging young women to remain on the "science track" during high school. Each teacher had a record of encouraging his/her female students to enroll in further science and mathematics courses. Three questions were examined: (1) Males often score more positively on measures of science attitudes, interests, and past experiences. Would students of these teachers demonstrate similar the classroom teacher would find useful in teaching or reteaching the skill. Appendices present the state adopted competencies for mathematics, vocabulary, and a brief description of the Graduation Competency Test in mathematics. (MNS)

ED 251 323 SE 045 277

Kilpatrick, Jeremy; Wagner, Sigrid
Bibliography on Mathematical Abilities.
Georgia Univ., Athens.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- UPD-9551/8-83
PUB DATE- Aug 83
NOTE- 284p.; Prepared by the Mathematical Abilities Project.
GRANT- SED-77-17946
AVAILABLE FROM- Mathematical Abilities Project, 105 Aderhold Hall, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Ability; *Cognitive Processes; Educational Research; Mathematics Achievement; *Mathematics Education; Psychological Studies; *Research Tools
IDENTIFIERS- *Mathematical Ability; *Mathematics Education Research

The items in this bibliography were collected as part of a project, "An Analysis of Research on Mathematical Abilities," conducted at the University of Georgia. The 1,491 entries in the bibliography are listed alphabetically by author. Each entry is preceded by a line containing a name and date code (used in computerized alphabetizing of the entries) and a subject code of separate letters. At the end of the bibliography is an index organized into categories corresponding to each of the subject codes. The 18 categories are: theoretical analysis, methodology; definitions of ability; information processing; reviews; clinical or case studies; intervention studies; factor analysis, regression analysis; spatial abilities; memory; creativity, affective variables; gifted; pathology; sex differences; reasoning abilities; instruments; background and review material; history and philosophy of mathematics; and unclassified. (MNS)

Quinn, Sandra L.; Kanter, Sanford
The Humanities at Risk: The Quiet Crisis.
PUB DATE- 84
NOTE- 16p.; Paper presented at the Southwestern Social Science Meeting (Fort Worth, TX, March 23, 1984) and the Community College Humanities Association Conference (Dallas, TX, October 25-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Educational Assessment; *Educational Change; Educational Needs; Elementary Secondary Education; *Humanities; *Research Problems; *Social Sciences
IDENTIFIERS- *National Commission on Excellence in Education; *Nation at Risk (A)

Reasons for the glaring gaps in recommendations for humanities and social science emphasis in the National Commission on Excellence in Education report, "A Nation At Risk: The Imperative for Educational Reform," are examined; and remedies are proposed. It is important to recognize that only 4 of the Commission members represented the social sciences and humanities; of the other 14 members, 7 have degrees in business or education, and 7 have degrees in science and mathematics. Further, in regard to the responsibilities with which they were charged, the Commission changed the mandate given them by Secretary of Education Bell and sought information that reflected the dominant expertise on the Commission. Because business, science, and technological interests dominated both the process and product of the Commission, both social scientists and humanists must question the validity and breadth of the resulting report. At the top of the list of five proposed remedies is the recommendation that a second presidential commission carrying a similar weight as the first and comprised of a balanced representation of the disciplines be impaneled. (RM)

ED 251 338 SO 015 986

Katsh, Ethan
Freedom of the Press: A Simulation of Legal Issues in Journalism. Kit .
PUB DATE- 83
NOTE- 64p.

ED 251 352 SO 016 023

O'Reilly, Kevin
Exploration to Constitution: Booklet 1. Critical Thinking in American History. Student Manual .
Hamilton-Wenham School District, South Hamilton, MA.
PUB DATE- 83
NOTE- 90p.; For teacher's guide and source envelope see SO 016 022. For other documents in the Project on History and Logic (HAL) series, see SO 016 024-027.
AVAILABLE FROM- Critical Thinking Press, 775 Bay Road, South Hamilton, MA 01982 (Order No. 0100, $2.95, plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Colonial History (United States); Constitutional History; *Critical Thinking; High Schools; *History Instruction; Instructional Materials; Revolutionary War (United States); Social Studies; Study Guides; Teacher Developed Materials; *United States History

One of a series of curriculum materials in U.S. history designed to teach critical thinking skills systematically, this student booklet presents high school students with a series of supplementary lessons on the exploration of early America, the colonies, the revolution, and the Constitution. The booklet begins with a guide to critical thinking which offers an explanation of types of arguments in history, examples of fallacies, a checklist for evaluating evidence, a method for analyzing value positions, ways of identifying assumptions, and models for analyzing arguments. Lesson topics include: the Spanish and the Aztecs; causes of exploration; the Pilgrims; the French and Indian War; the Spanish, French, and British colonies; Jamestown and the Indians; John Smith; Salem witchcraft; the colonists revolt against England; Lexington Green; the Stamp Act; similarities between the Articles of Confederation and the United Nations; Shay's Rebellion; values and assumptions in the Preamble to the Constitution; and an argument for world federalism. Student booklets are keyed to detailed lesson plans in the accompanying teacher's guide. (LH)

ED 251 366 SO 016 055

Mertz, Gayle; And Others
Immigration: Law, Customs, History. 5th Grade Curriculum.
Safeguard Law Related Education Program, Boulder, CO.; Saint Vrain Valley School District, Longmont, CO.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 212p.; Best copy available; many pages are printed on colored paper. Two maps may not reproduce well because of small print.
GRANT- G008303368
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Cultural Awareness; Cultural Influences; Ethnic Groups; Family History; Federal Legislation; Grade 5; *Immigrants; Instructional Materials; Intermediate Grades; Learning Activities; *Legal Education; Social History; Undocumented Immigrants; *United States History; Units of Study
IDENTIFIERS- *Immigration Law; *Law Related Education; Naturalization Programs

A fifth grade unit presents the history of immigration to the United States from a legal perspective. The eight sections are suitable for a comprehensive unit but may also be used selectively. Section A contains teacher materials: a chronological chart tying immigration laws to historical and cultural events, an overview of immigration legislation, a series of circle graphs depicting U.S. immigration by region of origin, questions and answers about the citizenship process, a paragraph about photographer Lewis Hine, a vocabulary lesson, and a vocabulary list. Section B contains a lesson plan for examining the diverse national and cultural backgrounds of Americans. Section C is a lesson plan for exploring family roots through a personal history test, a family tree, and a family map. Section D contains seven lesson plans for studying immigration in the past. Cause and effect in immigration patterns, the immigration experience, and the impact of immigration are among the topics. Immigration today is the topic of Section E. Six lessons explore the citizenship and naturalization process, illegal aliens, and deportation. Five additional activities are provided in section F. Student tests and an answer key are contained in section G. The final section, section H, comprises a bibliography, including audio-visual materials; adult nonfiction; and student fictions and nonfiction. (LP)

Oriol, William E.
Getting the Story on Aging: A Sourcebook on Gerontology for Journalists.
Columbia Univ., New York, NY. Brookdale Inst. on Aging and Adult Human Development.
SPONS. AGENCY- Brookdale Foundation, New York, NY.
PUB DATE- 84
NOTE- 191p.; Part of a series of Brookdale Institute on Aging and Adult Human Development "Practice Manuals."
AVAILABLE FROM- The Brookdale Institute on Aging and Adult Human Development, Columbia University, 803 McVickar Hall, 622 West 113th St., New York, NY 10025 ($9.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Development; Age Discrimination; *Aging (Individuals); *Gerontology; Higher Education; Information Sources; Journalism Education; Legislation; *News Reporting; Older Adults; Resource Materials

Intended for journalists, this sourcebook contains background information on aging and the problems of the aged. Arranged into two major parts, the sourcebook contains 10 chapters. The first part provides a summary of facts and ideas that should be known to reporters whose stories are related directly or indirectly to aging. Chapter 1 makes the point that demographic and other information can tell us much about aging, but that diversity abounds among elders. Chapter 2 examines myths concerning old age. Chapter 3 describes major legislation dealing with aging since 1960. Ageism is the focus of chapter 4. The second part of the document discusses information sources on aging and suggests newsworthy approaches and topics. Chapters 5, 6, and 7 list and describe governmental agencies, private organizations, and academic centers that provide information on aging. Chapter 8 discusses investigative reporting related to aging. Chapter 9 gives examples of journalistic initiatives related to aging. The concluding chapter, chapter 10, reviews two principles that journalists must keep in mind: (1) journalsists should localize their stories about aging, and (2) they should give the stories the thought and research they deserve. Regional and state gerontological societies are listed in the appendix. (RM)

Curriculum; *Educational Needs; Educational Objectives; *Educational Quality; Elementary Secondary Education; Federal Aid; Financial Support; *Fine Arts; Institutional Characteristics; Nontraditional Education; Skill Development; Talent
IDENTIFIERS- Rockefeller Foundation

This issue of "Basic Education" is devoted to the arts in education as a concern that should be addressed in a time of new priorities for the curriculum. Five articles and a book review are included. The opening article, "The State of the Arts in Education: Envisioning Active Participation By All" (Virginia Robinson), emphasizes that the study of the arts is basic, and that instruction should include performance, art history, and aesthetics. The next two articles are "A Viewpoint on the Arts as Reinforcing the Basic Academic Skills of Students" (Thomas and Dennie P. Wolf), and "How Schools Have Lost Federal Arts Education Funds Since 1982." "The Specialized Arts Schools: Alternatives for the Talented" (Junius Eddy) describes characteristics of specialized arts schools as gleaned from a conference survey. "Rockefeller Fund Gives Tangible Rewards to Excellence in the Arts" is the title of the fifth article. In the final article, Virginia Robinson reviews Howard Gardner's book "Frames of Mind: The Theory of Multiple Intelligences." (RM)

ED 251 394 SO 016 103

Byrum, C. Stephen
The Greek Concept of "Techne."
PUB DATE- Oct 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Responsibility; Educational Needs; Elementary Secondary Education; Ethics; *Greek Civilization; Higher Education; Humanism; *Humanities Instruction; *Moral Values; *Technological Advancement
IDENTIFIERS- *Techne

The Greek concept of techne can aid in understanding technological society and the way it can generate a separation of business and personal lives. As used by the early Greeks, techne mean the knowledge required to get the job done. The "manager" of today epitomizes this early concept. He is trained to get the job done efficiently, economically, and rapidly. As a result, management can faculty, college policy, program budget, and administration; (5) interactions between mentors and students in the actual working curriculum; (6) outcomes attributable to the program; (7) external factors impinging on the program; (8) standards against which the program's quality or value are measured; and (9) judgments on the quality, value, or effectiveness of the program and its components. These elements, their interpretations, and their interrelations are described and discussed. Four examples are given demonstrating how the model might be applied in actual evaluations. (JD)

ED 251 407 SP 023 988

Gips, Crystal J.; Burdin, Joel L.
Parents and Teachers as Collaborating Educators: A Training Model for Emerging Times.
PUB DATE- Nov 83
NOTE- 12p.; Paper presented at the National Council of States for Inservice Education (Dallas, TX, November 18-22, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Home Study; Middle Schools; *Parent Participation; *Parent Teacher Cooperation; Program Effectiveness; Student Behavior; Student Needs; *Teaching Methods

To encourage widespread parental participation in schools, both lay persons and professional staff should understand the primary assumptions which undergird shared efforts to create a unified, effective system of schooling. Proposed practice for an effective schooling system must be related to: (1) democratic concepts and their presumed strengths for education; (2) psychological-sociological perspectives; (3) communication; and (4) human relations and conflict resolution. Two middle-school projects involved parents who collaborated in studying schooling and home-based learning. In both cases, inservice programs developed teaching/management strategies to promote education in the home and school. The first project involved 12 school staff members and the parents of 5 students, and focused on the development of behavior management strategies. The second project, directed by a coordinating board of 12 school staff members and 12 parents, provided approximately 150 people with varying degrees of differentiated training and focused on developing an understanding

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Classroom Research; *Classroom Techniques; Comparative Analysis; Elementary Secondary Education; Group Instruction; Homework; Learning Processes; Questioning Techniques; Research Design; Research Methodology; Student Reaction; *Teacher Behavior; Teacher Response; *Teacher Role; *Teacher Student Relationship; *Teaching Methods; Time on Task

This paper, prepared as a chapter for the "Handbook of Research on Teaching" (third edition), reviews correlational and experimental research linking teacher behavior to student achievement. It focuses on research done in K-12 classrooms during 1973-83, highlighting several large-scale, programmatic efforts. Attention is drawn to design, sampling, measurement, and context (grade level, subject matter, student socioeconomic status) factors that must be considered in interpreting this research and comparing the findings of different studies. Topics covered include: (1) opportunity to learn/content covered; (2) teacher expectations/role definitions/time allocations; (3) classroom management/student engaged time; (4) success level/academic learning time; (5) active instruction by the teacher; (6) group size; (7) presentation of information (structuring, sequencing, clarity, enthusiasm); (8) asking questions (difficulty level, cognitive level, wait-time, selecting respondents, providing feedback); and (9) handling seatwork and homework assignments. (Author/JD)

ED 251 423 SP 025 431

Feiman-Nemser, Sharon; Floden, Robert E.
The Cultures of Teaching. Occasional Paper No. 74.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 80p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, E. Lansing, MI 48824 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Job Satisfaction; *Life Satisfaction; Locus of Control; Need Gratification; Personality Traits; Professional Recognition; *Psychological Needs; Self Concept; *Teacher Attitudes; *Teacher

ED 251 437 SP 025 446

Defino, Maria E.
Teachers and Transitions: Two Case Studies of Teachers Changing Classroom Assignments in Mid-Year. Report No. 9056.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- Apr 84
NOTE- 78p.
AVAILABLE FROM- Communication Services, Research and Development Center for Teacher Education, Education Annex 3.203, The University of Texas at Austin, Austin TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; Case Studies; *Change Strategies; Classroom Techniques; *Developmental Stages; Elementary Education; Elementary School Teachers; *Faculty Development; Learning Processes; Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; *Teacher Response; Teacher Student Relationship; *Teacher Transfer; Teaching Methods

Two elementary school teachers were members of a large sample participating in a study of changing teacher practices through intervention with staff developers. In October, one teacher was transferred to a similar school in another part of the district. The other teacher accepted an assignment in another school at the end of the first semester. These schools had staff developers not participating in the larger study. Both teachers continued working with the Research in Teacher Education staff through an intervention with staff developers. The researchers explored teachers' stages of concern and teacher development; organizational change; teacher effectiveness; and contextual influence on teaching. Discussion of the two cases focuses on four central questions: (1) What were the teachers' personal and professional characteristics, and did these relate to perceptions of the initial class assignments? (2) Did the teachers change their classroom practice as a function of the multiple layers of change they experienced? (3) Who initiated the changes in classroom assignments, and how did the teachers feel about the changes? and (4) What contextual changes occurred as a result of the new assignments, and how (if at all) did these relate to the teachers' perceptions and practices? (JD)

of an Expert Classroom Teacher. Research Series No. 148.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 34p.; Paper presented at a Symposium at the National Reading Conference (Austin, TX, November 30, 1983).
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, East Lansing, MI 48824 ($3.00)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Decision Making; Elementary Education; Reading Instruction; *Research Methodology; *Student Reaction; Teacher Behavior; Teacher Effectiveness; *Teacher Response; *Teacher Student Relationship; Teaching Styles

An expert reading instruction teacher was studied for one academic year to explore his interactive decision making processes. Previous lines of research have indicated that, for some teachers, interactive decision making involves more than simply maintaining established routines that assure smooth activity flow and involves deviating from the pre-planned activities to attend to issues of content and pedagogy. In this study, Shavelson and Stern's models of preactive and interactive decision making were used to describe the expert teacher's actual performance. Specific examples of teacher-student interactions are given, with analyses of how they reflected the close relationship that existed between the teacher's preactive and interactive decision making and his knowledge, values, and beliefs about how reading should be taught. The study revealed that at least some teachers do make more interactive decisions during reading instruction. It also dramatized the relationship between preactive and interactive teaching, and the relationship between instructional plans and implementation of those plans. The study also emphasized that interactive decision making may not be a static phenomenon; rather, it takes different forms at different times of the academic year according to the function of instruction and the teacher's focus. The results support the Shavelson and Stern Models (1981) and suggest that those models are useful for explaining teacher decision making and planning further research. (JD)

ED 251 466 SP 025 632

Gallahue, David L.
Effects of Perceptual-Motor Training on Perceptual-Motor Development in Children.
PUB DATE- 31 Mar 84
NOTE- 15p.; Paper presented at the Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Anaheim, CA, March 31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Child Development; *Cognitive Development; Concept Formation; Elementary Secondary Education; *Learning Readiness; Motor Development; *Perceptual Motor Learning; *Program Effectiveness; Student Characteristics; Student Needs

Perceptual-motor activities are being recognized as possible contributors to the general readiness of children for learning through the development of perceptual-motor abilities. The contribution of perceptual-motor activities to specific perceptual readiness skills is being reexamined. Readiness programs are generally designed to help children to develop concepts and, through reinforcement, to develop basic cognitive understandings. Remedial perceptual-motor training programs have been established as a means of alleviating perceptual inadequacies and of increasing academic achievement and cognitive abilities. Research findings on the efficacy of various types of perceptual-motor training programs agree that children's individual characteristics and needs are the major determinants of a program's effectiveness. Whether there is a strong link between improved perceptual-motor abilities (effected through motor training) and increased academic achievement and cognitive abilities is still questionable. (JD)

ED 251 467 SP 025 634

Rodrigue, Janice Lavone Sanders; And Others
Relationship of the Preservice Teachers' Learning Styles to Performance and Attitude in a Practicum Situation with the Variables of Teachers' Academic Achivement and Aptitude and the Student's Intelligence.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 84
NOTE- 859p.
LANGUAGE- English
EDRS Price - MF05/PC35 Plus Postage.
PUB TYPF- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Ability; *College Entrance Examinations; College Students; Ethnic Groups; Graduate Study; Higher Education; High School Seniors; *Humanities; *Majors (Students); *Scores; Secondary Education; Sex Differences; Social Sciences; Statistical Analysis; *Student Characteristics; Student Educational Objectives; Test Results
IDENTIFIERS- *Graduate Record Examinations; *Scholastic Aptitude Test; Test Score Decline

This study analyzed existing Scholastic Aptitude Test (SAT) and Graduate Record Examination (GRE) scores and selected student background variables to answer the following seven questions about students planning to major in the humanitiess and related social sciences: (1) Have SAT and GRE scores for these students declined? (2) In what ways have prospective humanities students changed in recent years? (3) Are these changes similar for both sexes and all ethnic groups? (4) Are test score patterns and background characteristics different for different areas of the humanities? (5) Of those intending graduate work in the humanities, what proportion were humanities majors, and how do their GRE scores compare with those majoring in other fields? (6) What proportion of humanities undergraduate majors intended to pursue humanities graduate study, and how do their GRE scores compare with those entering other graduate fields? (7) Do change patterns in academic characteristics parallel changes observed in other characteristics? The SAT files used covered all years from 1975 to 1983 (except 1976), and the GRE files contained data from 1976-1983 (excluding 1979). The analyses consisted of frequencies, percentages, and means for each year's data. Supplements contain tables of results. (BS)

*Student Behavior; Teacher Behavior; Teacher Effectiveness
IDENTIFIERS- California Achievement Tests; Texas Junior High School Study

Using a series of regression equations, classroom process and student achievement data from 136 junior high school mathematics and English classes were analyzed to answer the following questions: (1) Are the classroom behaviors and achievement levels of students systematically different across classes of higher and lower ability? (2) Within classes, are the behaviors of higher and lower ability students systematically different? and (3) Does student ability level interact with the ability level of the class to affect systematically students' classroom behavior and achievement? Results of class level analyses suggest that better learning environments are associated with classes of higher mean ability, and that both higher ability students and lower ability students achieve better in higher ability classes. Interactions obtained between class and student ability levels suggest that differences in class environment associated with class ability level have more impact on achievement and behavior of lower ability students than on high ability students. Lower ability students appear to be more reactive to or dependent on class norms than are higher ability students. (Author)

ED 251 495 TM 840 776

Cortez, Marion J.; Hotard, Steven
Loss of Achievement Gains over Summer Vacation.
PUB DATE- Nov 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Computer Assisted Instruction; Intermediate Grades; *Mathematics Achievement; *Reading Achievement; Remedial Mathematics; Remedial Reading; Review (Reexamination); Scores; *Vacations
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

The purpose of the present study was to examine the possibility of summer regression on Chapter 1 remedial children. Students received computer-assisted instruction in mathematics and reading using programs devised by Computer Curriculum Corporation. Computer performance level data were collected in May 1984 and September 1984, and SRA scores were collected in April 1984. The mathematics data indicated that Chapter 1 remedial students lost at least one-half year of skill in mathematics over the summer vacation. Loss of skills in reading were minimal or non-existent. (BW)

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 58p.; Papers presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
GRANT- NIE-G-84-0112-P4
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Serials (022)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Evaluation Needs; Evaluation Utilization; *Evaluators; *Federal Government; *Financial Support; Higher Education; Instructional Improvement; Professional Recognition; Professional Training; State Government
IDENTIFIERS- Evaluation Problems; Evaluation Research

The current health and future well-being of educational evaluation is considered in terms of financial support, official mandate, evaluators' status, evaluation prevalence, and evaluation utility in these seven symposium papers. "Educational Evaluation--Indicators of Life, Death, or Reincarnation," by Susan Klein, assesses recent federal and national trends. "Is There a Perceived or Real Metamorphosis of Purpose for Educational Evaluation?" by Eva L. Baker, sees the need to reconcile both broad policy issues and local utilization needs. "What is the Prognosis for Survival of Educational Evaluation at the Local School District Level?" by Carl Sewell, stresses utilizing evaluation for local educational improvement. "Is Educational Evaluation Dying?" by John W. Evans, sees the profession weathering difficult times. "Has the Profession of Educational Evaluation Changed with Changing Times?" by Daniel L. Stufflebeam, emphasizes evaluator training, the information needs of multiple audiences, and personnel evaluation. "An Analysis of Five Views of Evaluation," by Eleanor Chelimsky, comments on the preceding papers. "Educational Evaluation Will Be Reincarnated at the State and Local Levels," by Shirley A. Jackson, summarizes and analyzes audience survey responses. (BS)

number of questions not reached due to time constraints. These findings suggest that Hispanics would benefit most from problem solving courses that emphasize speed and accuracy in translating a word problem into mathematical notation. (KH)

ED 251 523 UD 023 540

Shu, Ramsay Leung-Hay, Comp.
The Samoans: A Selected Bibliography. Bibliography Series, No. 2.
Pacific/Asian American Mental Health Research Center, Chicago, IL.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
REPORT NO.- ISBN-0-934584-15-X
PUB DATE- 81
NOTE- 33p.
GRANT- DHHS-7-R01-MH36408
AVAILABLE FROM- Pacific/Asian American Mental Health Research Center, 1001 West Van Buren, Chicago, IL 60607 ($2.00 per copy including postage).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Foreign Countries; *Samoan Americans
IDENTIFIERS- *Samoa; *Samoans

The almost 300 entries in this bibliography deal with Samoans at home, and with Samoans in the United States. The topics covered include economics, social and cultural norms and organization, and migration. The bibliography is divided into three sections: (1) books and articles; (2) theses and dissertations; (3) government and unpublished documents. Writings that refer primarily to Samoans in the United States are so marked. (RDN)

ED 251 524 UD 023 701

Moore, W. L.; Cooper, Harris
Correlations Between Teacher and Student Backgrounds and Teacher Perceptions of Discipline Problems and Disciplinary Techniques.

ED 251 538 UD 023 915

Saving the African American Child. A Report of the Task Force on Black Academic and Cultural Excellence.

National Alliance of Black School Educators, Inc., Washington, DC.

PUB DATE- Nov 84
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; *Black Students; Community Involvement; *Cultural Awareness; Cultural Differences; *Cultural Pluralism; Discipline; Dropouts; *Educational Quality; Elementary Secondary Education; *Equal Education; Higher Education; Mass Media; Minimum Competencies; Racial Discrimination; Research Needs; School Desegregation; Staff Development; Standardized Tests

Articulated in this report is a vision of quality education for the African American child in which standards are to be stated not merely in terms of test scores but in terms of the complete development of the person, bringing the student to self-knowledge and to an understanding of his or her distinctive community. Following the introduction, some of the important social, economic, and educational conditions of African Americans are discussed. The meanings of three terms basic to the report are clarified: "equity," "academic excellence," and "cultural excellence"; and the need for respect for cultural differences is emphasized. Finally, brief summary observations on the following special topics are offered: (1) school desegregation; (2) history, culture, and curriculum; (3) staff development; (4) standardized testing; (5) special teaching methods; (6) the Federal role in education; (7) education, poverty, and the quality of life; (8) community control and the family role in education; (9) African American Colleges; (10) higher education; (11) African American athletes; (12) teacher certification; (13) media images; (14) new technology; (15) organizing the African American educator; (16) criterion performance goals; (17) school discipline; (18) school dropout; (19) research; (20) African American language; and (21) existing special resources and models. Listed in appendices are research recommendations, selected references, enrollment statistics, and a statement on multiculturalism. (RDN)

ED 251 539 UD 023 917

PUB DATE- 20 Jul 84
NOTE- 47p.; Paper presented at the Conference on New Perspectives on Caribbean Studies: Towards the 21st Century (July 20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Birth Rate; Demography; *Futures (of Society); *Migration; *Population Trends; Sociocultural Patterns
IDENTIFIERS- *Caribbean Islands; *Mortality Rates

This paper describes and analyzes population trends in countries in the Caribbean which were British colonies before the move to independence. It begins by examining past trends in each of the major components of population change, mortality, fertility, and international migration. Following this is a summary of the assumptions that have been used in recent population projections and the base data they have utilized. The projections of the total population of each country of the region, and of the region as a whole, are given, along with the age-sex breakdown of the projected populations and the implications for school enrollment, manpower, and dependency. (The projections considered are two sets prepared by the United Nations, and one set published by the Population Reference Bureau.) Next, the paper offers a summary of information, derived from recent in-depth analyses, of trends and patterns in fertility. And finally, there is a discussion of the needs of the expected increased population for an equivalent total food supply. (KH)

ED 251 554 UD 023 944

Stokes, DeVon Renard
Stress and Identity among Black Males.
SPONS. AGENCY- Association of Black Psychologists, Washington, DC.
PUB DATE- 81
NOTE- 72p.; Picture material marginally reproducible.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Identification (Psychology); *Males; *Racial Attitudes; Racial Discrimination; *Self Concept; Self Evaluation (Individuals); *Stress Variables

Twenty Black American males' reactions to slides depicting interracial climate and/or racial oppression were investigated by

ED 251 568 UD 023 961

Expanding Options. Facilitator's Guide--Student Workshop.
Center for Studies of the Person, San Diego, CA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 84
NOTE- 223p.; For related documents, see 023 962-969.
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($12.25 including Coordinator's Guide; Entire set of 8 guides $109.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Change; Equal Education; Learning Activities; Resource Materials; Secondary Education; *Secondary School Students; *Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; Teaching Guides; Workshops

This guide provides procedures and supporting materials for conducting a training workshop on sex equity which is intended to expand awareness and knowledge of the effects of sexism and to increase sex-affirmative behavior in the educational environment. Divided into nine sessions, the workshop is targeted at students in junior and senior high school. Sessions 1 and 2 are organized to increase student awareness of sexism and sex-role stereotyping, and to help students identify specific examples while developing a shared vocabulary. The next five sessions emphasize increased student knowledge about issues of sex equity (the legal aspects, the limiting effects of sex-role expectations, socialization agents, women and men in the labor force, and language and sexism). The final two sessions are designed so that teacher and students can clarify and share ideas and opinions about sex equity. In addition to describing session-by-session procedures, this guide also includes mini-lectures, activity guides, handout materials for the participants (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH)

ED 251 569 UD 023 962

Skills; *Study Skills; Summer Programs; *Talent
IDENTIFIERS- *Health Careers Opportunity Program

The purpose of this two-year study was twofold: (1) to examine the reading and study skills gains of the high school graduates, college students, and college graduates participating in the 1983 Health Careers Opportunity Program (HCOP) at the University of Tennessee Center for the Health Sciences; and (2) to compare the 1983 results with those for 1982. (HCOP was a summer program designed to reach academically talented minority or educationally disadvantaged students interested in pursuing careers in the health-care professions and to help them attain their educational goals.) Analysis of pre- and post-test results for 1983 showed that gains were made by all levels of participants. Comparison of 1982 and 1983 results revealed superior student performance levels in 1983, a phenomenon attributed to the larger pool of applicants in 1983 and to staff awareness of the assessment data for 1982, which facilitated better program focus in 1983. (RDN)

ED 251 584 UD 023 983

To Make a Difference: A Trainer's Guide for Working with Campus-Based Women's Centers and Other Women's Organizations.
Massachusetts Univ., Amherst.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, D.C.
PUB DATE- 84
NOTE- 479p.; Prepared by the National Women's Centers Training Project.
AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Budgeting; Case Studies; *Communication Skills; Females; Higher Education; *Leadership Training; *Organizational Development; *Program Development; Simulation; Staff Development; Training Methods; Womens Education
IDENTIFIERS- Womens Organizations

Presented in this manual is a one-week training program designed to help women's organizations (campus-based centers and other organizations) address needs related to power and leadership, organizational development, program and budget planning, and of American Indian families, the National American Indian Court Judges Association (NAICJA) applied for a grant to develop and offer the Indian-specific parent training program under which this training curriculum manual was developed. Composed of eight sections, the manual provides training in the following areas: an introduction to NAICJA and its 1982-83 parenting process training; the Indian family today; assessing community needs and resources; the mechanics of establishing and operating a parent training group; and defining group focus and developmental stages; developing group leadership skills; options for parent curriculum content; and developing an action plan. Each training area offers an objective or objectives, discussion exercises, suggested activities, and sample handouts. Appendices include a sample letter of agreement between the tribal group and NAICJA, parenting community profiles for four tribes, a survey of parenting needs, and a summary of the Ponca Tribe parenting survey. (ERB)

Mexico to the brink of disaster. If it were not for the special interests of the United States, and several European governments and their banks, Mexico might have collapsed. Utilizing an historical-descriptive, theoretical research methodology, the paper examines immmigration-emigration patterns as cultural, economic, and political determinants that affect-effect the quantitative and qualitative dimensions of the Mexicans mass media system. The Soviet Union is juxtaposed against the United States and Latin America to determine the extent of its involvement in this hemisphere. (NQA)

Unified School District CA; *Racially Isolated Minority Schools

Instructional Accomplishment Information (IAI) systems provide schools and school districts with information for reviewing and planning their instructional programs at the class, school, and district levels. This study demonstrated the use of IAI information to illuminate further the instructional accomplishments of schools priority program to which a district is committed. One of the procedural principles suggested by Milazzo, Buchanan, and Schutz (1981) for analyzing IAI district level databases in Racially Isolated Minority (RIM) school or other special priority program context was to identify those students who register instructional accomplishments at or above the average for non-RIM (or non-program) students. The procedure was applied to 89 Hispanic RIM schools in the Los Angles Unified School District relative to the accomplishment information yielded by the District's 1980 Survey of Essential Skills. Demonstrating that the procedure was practical, the findings showed that: a 5% random sample of student records was adequate to preliminarily identify such schools; the procedure revealed substantial positive accomplishments in Hispanic RIM schools; the accomplishments did cluster in some RIM schools more than others; and schools and schooling practices did make a difference in attaining instructional accomplishments. (NQA)

recent changes in federal policy have improved the climate for high technology development initiatives, in most cases both the initiative and the ongoing leadership have come from imaginative state and local leaders. This five-chapter report provides: (1) an overview of high-technology development (HTD); (2) a definition and analysis of high-technology industries; (3) a discussion of entrepreneurship and venture capital in HTD; (4) a discussion of state and local government, university, and private sector initiatives for HTD; and (5) an examination of the federal role in regional HTD. Three reports are appended: they concern (1) the theoretical base for high-technology location and regional development, (2) a regional assessment of the formation and growth in high-technology firms, and (3) a preliminary investigation of recent evidence on high-technology industries' spatial tendencies. One factor examined in the latter report is the nature and diversity among high-technology industries in both growth performance and locational tendencies. (JN)

sex-based biases?; (2) Would the student's race/ethnic group and school type/location have significant effects on these variables?; (3) How are these variables related to science and engineering career interest among male and female students? Measures were taken of students' science anxiety, attitudes toward science and scientists, cognitive style, locus of control, spatial visualization ability, participation in science activities, self-estimate of grade and ability, and attitudes toward women in science. Results indicate that the best predictor of science career interest for females was positive feelings about their science classes and that, compared to males, females expressed less confidence in their scientific and problem-solving abilities and reported less frequent participation in curricular and extracurricular science activities. Other findings (with implications for incresing females' science career interests) are reported and discussed. (JN)

AVAILABLE FROM- Legal Studies Simulations, 42 Elwood Dr., Springfield, MA 01108 (Classroom kit, $37.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Constitutional History; *Constitutional Law; Due Process; *Freedom of Speech; High Schools; Instructional Materials; *Journalism; Justice; Learning Activities; *Legal Education; Legal Problems; *News Media; Press Opinion; Privacy; Simulation; Social Studies; United States Government (Course); United States History
IDENTIFIERS- *Law Related Education

A 4-day simulation activity encourages high school students to confront issues of law and journalism through exploration of seven legal issues: prior restraint, access to courts, rights of reply, libel, privacy, confidential sources, and use of stolen documents. The kit contains all materials needed for the simulation, including a director's manual, student guide, legal code, player identification cards, and simulation instructions. The director's guide presents an overview of the game, preparation directions, instructions for play, post-game discussion questions, and additional readings. The student guide introduces players to the game and provides background readings on freedom of the press, First Amendment protection, the purpose of the First Amendment, modern problems of law and media, and sample dilemmas. The legal code contains cases and information about the seven legal issues stated above. The instruction set consists of one-page directions for each simulation player, including three reporters, an editor, a newspaper lawyer, a prosecutor, a secretary, a criminal defense lawyer, and a congressman. (LP)

take on a life of its own and managers can lose touch with their personal values. The Greeks, however, quickly saw the inadequacies of the concept. Obssessed with wholeness and concerned with telos, or the "end" of a matter, they added an ethical and aesthetic dimension to their early definition. Techne came to mean not only understanding how to get the job done but also how the skill could be integrated with being a good citizen. Aristotle further defined techne to include a moral dimension. At each state in the development of the concept from basic know-how to general community implication to specific moral concern, education was of prime importance. Education today, especially the humanities, can play a role in helping our techonological society take on the more humane qualities of the evolved concept of techne. (RM) of early adolescents' psycho-social development. The programs are described and their accomplishments listed. (JD)

ED 251 408 SP 025 264

Rules and Regulations Governing Teacher Certification in the Wyoming Public Schools, 1983.

Wyoming State Dept. of Education, Cheyenne.

PUB DATE- 14 Nov 83
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *State Standards; *Teacher Certification; Teacher Dismissal; Teacher Education Curriculum; Teacher Education Programs; *Teacher Qualifications
IDENTIFIERS- *Wyoming

Rules and regulations governing teacher certification in the Wyoming Public Schools are outlined. Information is given on: (1) definition of terms; (2) general certification regulations; (3) application requirements; (4) denial, suspension, or revocation; (5) types of certification and permits; (6) standard teaching certification in general and professional education; (7) teaching certificate endorsements; (8) special and professional certificates; (9) renewal and permits criteria; and (10) exceptions. Rules of practice and the procedure for hearings on the denial, suspension, and revocation of teachers' and administrators' certificates are appended. (DG)

Characteristics; *Teaching (Occupation); *Work Attitudes

In the past, many social scientists were content to study teaching from a distance, borrowing concepts mainly from psychology and sociology to explain what teaching was like. Increasingly, students of teaching have come to value the insider's viewpoint and to rely on teachers as informants. This paper brings together research about the meaning of teaching to teachers and the origins of those meanings. It is organized around three questions: (1) What is known about the cultures of teaching? (2) What is known about the origins of those cultural patterns? and (3) What is known about how teachers acquire a cultural repertoire in teaching? Also discussed are obstacles to studying the cultures of teaching and implications for teacher education and policy. (Author/JD)

PUB DATE- Nov 84
NOTE- 23p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; Grade Point Average; Higher Education; *Performance Factors; Practicums; *Predictor Variables; Preservice Teacher Education; *Student Teachers; Teacher Attitudes; Teacher Characteristics; Teaching Styles; *Tutoring

Fourty-four teacher education majors enrolled in a practicum entitled "Diagnosis and Remediation of Reading Disability" were matched with 44 tutees ranging from first to eighth grade. The preservice teachers were studied to determine the relationship of their learning style variables to their performance and their attitude toward the practicum, both in a simple correlation and in combination with their individual academic achievement and attitudes, and their tutee's intelligence. Several measurement instruments were used. No significant correlation was found between learning style variables and performance in a reading practicum. A positive correlation existed between attitude toward the practicum and the learning style variable of clear organization as a condition of learning. College sophomore grade point average (GPA) and two learning styles--listening as a mode of learning, and setting one's own goals as a condition of learning--were the most significant predictors of performance in the practicum. The most significant set of variables in predicting performance and attitude toward the practicum remained consistent when the tutee's intelligence and the teacher's college sophomore GPA and composite score on the American College Test were controlled. (JD)

PUB DATE- 84
NOTE- 8p.; Document may be marginally reproducible.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Discipline; *Discipline Problems; Elementary Education; Racial Differences; Socioeconomic Status; *Student Characteristics; *Teacher Attitudes; *Teacher Background

A study in Columbia, Missouri, revealed that many teacher and student background characteristics correlated weakly but significantly with teachers' perceptions of the frequency of discipline infractions and the effectiveness of disciplinary techniques. The data (derived from school records and from a questionnaire to which 162 elementary teachers responded) showed more experienced teachers as reporting less frequent drug use and fighting. These teachers also held less positive attitudes toward within-school suspension and corporal punishment. More educated teachers reported less bad language from students, less personal use of verbal reprimands and corporal punishment, and more personal use of talk, counseling, or parent involvement and extra assignments as disciplinary techniques. Lower student socioeconomic status (SES) and/or a lower percentage of white students in a school was associated with more frequent reportings of disruptive or violent behavior. Teachers in lower SES and/or white-percentage schools more frequently endorsed physical or verbal punishment or removal of students. Teachers in higher SES and/or white-percentage schools favored extra assignments as a disciplinary technique. Finally, grade or age of students was found to be positively associated with teacher perceptions of more verbal impertinence, failures to do homework, and truancy, and teachers of higher grades were more likely to use suspension than corporal punishment as a disciplinary technique. (KH)

Bane, Mary Jo; Ellwood, David T.

Slipping Into and Out of Poverty: The Dynamics of Spells. NBER Working Paper No. 1199.

National Bureau of Economic Research, Cambridge, Mass.

PUB DATE- Sep 83

NOTE- 47p.; Some pages may have marginal legibility.

AVAILABLE FROM- Working Papers, NBER, 1050 Massachusetts Avenue, Cambridge, MA 02138 ($1.50 per copy prepaid).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Family Structure; *Heads of Households; *Income; *Poverty

This paper examines the dynamics of poverty. Previous analyses of dynamics of poverty have either examined only fluctuations in the male head of family's earnings or looked at the frequency of poverty periods over a fixed time frame. A more appropriate way to understand the dynamics of poverty is to define spells of poverty. Using this methodology, it can be seen that although many people have very short spells of poverty, the few with very long spells account for the bulk of all poverty and represent the bulk of the poor at any point in time. Spell methodology also allows an estimate of the extent to which poverty spell beginnings and endings are associated with changes in income or changes in family structure. Less than 40 percent of poverty spell beginnings seem to be caused by a drop in the head's earnings, while 60 percent of endings occur when the head's earnings increase. Thus, to understand the causes and potential remedies for poverty, researchers must focus on household formation decisions and on the behavior of so-called secondary family members. (Author/KH) recording physiological responses, specifically, galvanic skin potential (GSP) and heart rate (HR). Participants were also given the Myers/Stokes Identity Scale (MSIS) to ascertain their reaction to oppression and, based on their scores, placed in one of these categories: "moving toward the oppressor," "moving away from the oppressor," and "moving against the oppressor." Analysis of variance tests were used to determine whether participants' reaction to oppression or the type of slide viewed (assimilation of Black Americans into Euro-American culture versus hierarchical cultural difference implying White as superior to Black) impacted on phasic and tonic GSP and HR. No effects were found, though the viewing of the slides per se caused significant physiological change on these measures. The participants did, however, rate slides depicting racial climate and/or racial oppression significantly differently as reflected in the significant main effects for slide type and participants' MSIS category, and the interaction between the two. Those who were "moving toward the oppressor" responded differently to slide rating than those "moving away from the oppressor" and "moving against the oppressor." (Appendices to this report include the Myers/Stokes Identity Scale, ten pictures used in the study, and rating classifications.) (Author/KH)

Expanding Options. Facilitator's Guide- Parent Workshop.

Center for Studies of the Person, San Diego, CA.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 84

NOTE- 441p.; For related documents, see UD 023 961-969.

AVAILABLE FROM- WEEA Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($19.75 including Coordinator's Guide; Entire set of 8 guides $109.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavior Change; *Change Strategies; *Educational Change; Elementary Education; *Equal Education; Learning Activities; Parent Workshops; Resource Materials; *Sex Bias; *Sex Discrimination; Sex Role; Sex Stereotypes; Teaching Guides

This guide presents procedures and supporting materials for conducting a training workshop on sex equity. Targeted at parents of elementary students, the workshop is intended to provide its participants with the background awareness and knowledge required to promote sex equity in their children's schools. The guide describes the content, process, and sequential learning experiences for six sessions. Sessions 1, 2, and 3 are organized to increase awareness of sexism and sex-role stereotyping and to provide a common vocabulary. Session 4 deals with Title IX, and examines what nonsexist education might be. Session 5 focuses on developing assertiveness skills to be utilized during Session 6, which deals with planning for change. In addition to describing session-by-session goals and procedures, this guide contains mini-lectures, activity guides, handout materials (assessment instruments, activity cards, readings, and worksheets), and transparency masters. (KH) negotiation and communication skills. The guide is divided into eleven sections dealing with the following: (I) an overview of the training program; (II) orientation, including scheduling and materials; (III) leadership and power; (IV) organizational issues; (V) case studies of women's organizations for use in conjunction with participants' planning and budget exercises; (VI) program development; (VII) budget development and negotiation; (VIII) notes on the use of games and exercises for a session on collaboration and cooperation; (IX) communication skills; (X) a simulation and seminar session which provides participants with practice presenting program and budget proposals and receiving feedback; and (XI) a collection of participant handouts, which makes up approximately 25 percent of the document. Presented in appendices are an evaluation of the project's effectiveness, a history of its evolution, evaluation questionnaires, a list of regional site administrators and trainers, and data on the status and needs of campus-based women's centers in the United States. (KH)

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